

**DESIGNING ENGLISH TEST FOR THE FOURTH GRADE STUDENTS OF
ELEMENTARY SCHOOL**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education



by

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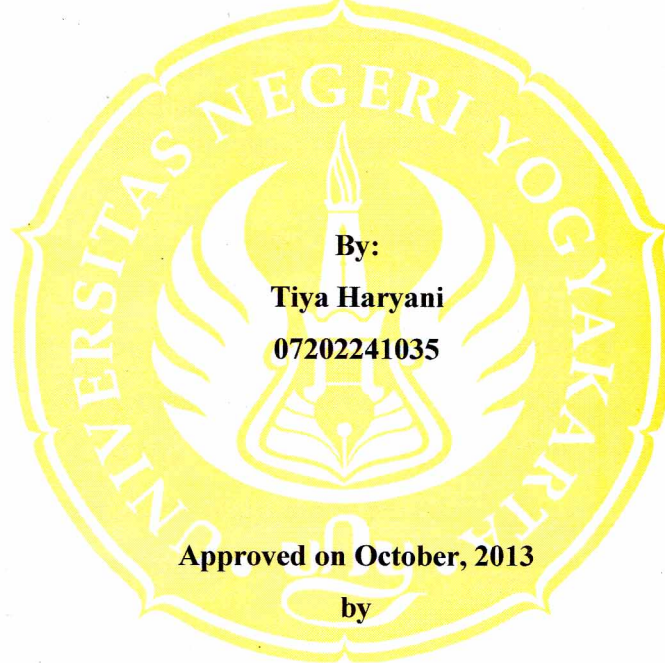
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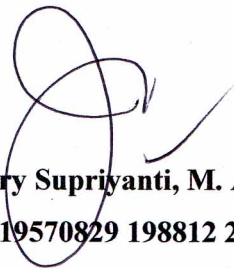
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**DESIGNING ENGLISH TEST FOR THE FOURTH GRADE STUDENTS
OF ELEMENTARY SCHOOL**

A Thesis



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A Thesis

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain,kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Oktober 2013

Penulis



Tiya Haryani

DEDICATION

I dedicate this thesis for you:

1. Allah SWT
2. My parents
3. My little family
4. My brother

for the understanding and encouragement you provided during
all these years of study.

MOTTOS

Where there's a will, there's a way.

You may fall so many times, but always stand up!

Only in the remembrance of Allah

can the hearth find peace. { 13:28)

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the Elementary School.

Yogyakarta, 9 Oktober 2013

The Writer

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DESIGNING ENGLISH TEST FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL

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ABSTRACT

The objective of the study was to design a set of English test for the fourth grade students of elementary school. The study was concerned with how to make appropriate English test for young learners.

The study was Research and Development (R&D). The procedure of the study were researching and collecting information, planning, writing the first draft of English test, having the test review by the experts, writing the second draft, conducting the try-out, conducting evaluation and revision, and writing the final draft. The instruments of the study were interview guidelines and questionnaires. The data of the interview were analyzed qualitatively and the data from the questionnaires were analyzed quantitatively. The assessment was implemented by using the test which was validated by the experts. The evaluation of the test after the implementation was conducted to obtain the raters' experience in assessing students. The revision then was made based on experts' or raters' suggestions. The revised test was then implemented to evaluate the students' achievement. Therefore, it was regarded as the final draft of the assessment.

The results of the study show that the design of the test covers three aspects, namely, aim of assessment, content, and methodology. The aspects represent indicators of good performance on a test. The reliability coefficients measure the consistency of ratings among different rater, the results show that the designed test has high agreement among raters as the reliability coefficient is 0,799. Furthermore, the characteristics of the designed English assessment include 1) providing various kinds of test types, 2) providing attractive and colorful graphic, 3) providing relevant topic, 4) providing simple format with simple instructions, and 5) creating fun atmosphere.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching of English for children is developed since many people realize that introducing English to children is important. Besides, the need to use language also increases, consequently introducing English in the early ages is better in order to give more chances to children to learn languages. The belief that children learn better than adult is supported by the Critical Period Hypothesis that there is a sensitive period on acquiring a second language. Children start to learn younger than 11-12 years of age, given advantageous learning circumstances, such as plenty of input and interaction in an English environment, are more likely to acquire English to native levels without an accent. They also kept basic grammar mistakes than adult. Young children seem to have a greater facility for understanding and imitating what they hear. Cameron (2001:17) states children who have an early start develop and maintain advantages in some, but not all, areas of language skills. They benefit most in the listening comprehension and pronunciation. Therefore, introducing English for children in their early ages to some extent is better.

In Indonesia, English for children has been introduced since 1994 in primary schools. Many elementary schools have held English as a local content

starting from grade one. On its practice, English teaching for children needs not only an appropriate language teaching method but also human resource, moreover it involves some important aspects, i.e. setting the objectives, designing learning tasks and activities, choosing appropriate materials and learning resources, preparing assessment and managing classes.

Some English teachers in elementary schools especially in DIY region have relevant education background that is English Education degree. They are, however, not prepared to teach elementary students. The teachers have ability and knowledge to teach secondary students, it means that their knowledge and skills are not appropriate to teach young learners that have different characteristic from adult. It is a reason why teaching of English to children applied in many elementary schools in Indonesia not suitable with children characteristics.

Assessment is one of the important aspects in English teaching for children. As stated by Pinter (2006), assessment of the learning process is an integral part of teaching and learning. It is conducted to analyze the learning that a child has achieved over a period of time as a result of the classroom learning and teaching situation. In other names, it can be said as a tool to get evidence about child's progress and performance in English.

A survey by Rea-Dickins and Rixon (1999) revealed that a great majority of primary English teachers in many parts of the world uses "paper and pencil test" as major tool of assessment. It is a traditional method in which teachers present some written questions to the students and the students should give the

written answers too. The examples of paper and pencil tests are tests formed multiple-choice questions, true-false statement, and cloze-tests. It is relatively easy to assess, however it gives negative wash back effect of test to the children. They have a negative influence on teaching so that instead of singing, reciting rhymes, listening to stories, and playing games, children will have to spend their time answering multiple choice questions in class in order to prepare for the test. Thus traditional tests can be stressful and tiring.

Young children's knowledge of English often comprises things that are not easy and straightforward to assess objectively. Therefore, the English assessment needs to be carefully designed. Appropriate assessment would be able to describe students' ability.

In designing assessment for children, the teachers are expected to design assessment considering to children characteristics. Young language learners need to be assessed through suitable activities and based on learning process. In order to solve the problem about assessment for children, the researcher focuses her study in designing English test that are valid, reliable, and practical.

B. Identification of the problem

As suggested by curriculum, teachers should conduct classroom based assessment. It is conducted during the teaching learning process and at the end of a unit, a semester, or a year. Most of elementary schools conduct assessment by using paper and pencil test since they are relatively easy to set and correct such as multiple choices questions, true-false statement, and cloze test. However, test

often does not work because such isolated exercises do not show what children know and can do with confidence. It can be stressful and tiring as well as causing children to lose their motivation to learn English. Children should carry out tasks in familiar learning contexts in an environment that encourages confidence and build self esteem.

There are technical qualities which, are important in assessment, i.e. validity, reliability, and fairness, also consider as a good assessment. An assessment is considered to have validity if it measures the skill it is supposed to measure with a specific group of learners. In order to evaluate the validity of an assessment, there must be a comparison between the skills or knowledge which is assessed with what is actually assessed, and also examines the claims made about learners' ability from their performance in the assessment. If an assessment omits some aspects of what is being assessed, its validity can also be reduced.

The second concept is reliability. Reliability measures how well a test or assessment assesses what it claims to: would the assessment produce the same results if it were taken by the same students on different occasions, or if the same test or assessment was scored by different people.

Fairness requires that children are given plenty of chances to show what they can do, and that their language learning is assessed through multiple methods. It is important in planning and designing assessment that the content is scrutinized to make sure that culturally unfamiliar pictures or concepts do not reduce children's chances to demonstrate their language learning. The types of

questions, test items, or assessment tasks should also be familiar to pupils, if they are to show their ability to best advantage.

C. Limitation of the problem

Due to the limitation of the time and the access to the literature, the researcher focused on designing English assessment in the form of a set of English test. The English test was developed for the fourth grade students of elementary school in the first semester in the academic year of 2012/2013.

D. Formulation of the problem

Based on background of the study, identification of the problem, and delimitation of the problem, the problems are formulated as follows:

1. What is the designed English assessment for the fourth grade like?
2. What are the characteristics of appropriate English assessment for the fourth grade students?

E. Objective of the study

In regard to the formulation of the problem above, this study aims at:

1. Designing English assessment for the fourth grade students' elementary school.
2. Finding out the characteristics of appropriate English assessment for the fourth grade students' of elementary school.

F. Significance of the research

The significant of the study are as follows:

1. English teachers of primary school

The result of the study will be beneficial for the teachers as guidance to assess their students appropriately.

2. Students

It supports and encourages students in learning English.

3. The readers

The product of the research could give knowledge to the readers related to assessing young learners.

4. Other researchers

The finding gives input to other researchers in conducting research in the same area

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. The Teaching of English for Young Learners

a. The Teaching of English in the Elementary School

One reason that supports the introduction of English for children is the claim of Critical Theory Hypothesis which proposes that young learners have abilities to learn a second language better than adult. Moreover, Cameron (2001:13) said that young learners can learn a foreign language effectively before puberty. It is believed that starting to learn a foreign language in the primary level have many advantages.

In their book, Brewster et.al. (2003: 3-4) stated that the great facility possessed by elementary students makes it easier for them to understand and imitate new language items than it is for secondary learners, because of they are benefit most in listening comprehension and pronunciation.

Teaching of English for children is different from teaching it to adult. However, it has similarities in the parts of teaching that consists of three aspects; those are teaching, learning and assessment. As an integral part of teaching and learning, assessment has important position. It aims at assessing the students based on the knowledge that they have got in the teaching and learning process. By conducting assessment, the teachers are able to know how far the students understand about the material that have been learnt and what can they do and can not do in the end of teaching and learning process.

b. Characteristics of Young Learners in Language Learning

Children are unique learners, they are not adult miniature. Brewster et. al. (2002:27-28) state that children are different from adult because children like to have various physical activities with lot of movements and changes. Moreover, children have different characteristics in learning language.

Based on ages of children, Scott and Yteberg (1990: 4) classified two groups of children as language learners; they are children aged 8-10 years old and children by the age of 10. 8-10 years old children use their first language for communication. They use the language based on their first language basic rules. What the teachers need to do is setting up the children to be settled and get involved to the language program. In the other hand, children by the age of 10 have better preparation for the foreign language classroom because they have language acquisition devices which help them understand abstracts and symbols. Besides, they can also describe them. Elliot (1981) adds the characteristics of children depend on their ages and it plays an important role on how they acquire the language. Elliot (1981) state children use their own opinions to interpret the meaning of something that they use. They are not able to realize that what they see and think cannot be accepted by other.

According to Brewster (2002:27), a teacher needs to make a breakthrough when teaching language to children. This is because children basically have great efforts when learning but they lack in accepting and maintaining the information that they get.

Moreover, Cameron (2001:1) states children are active learners. They like dealing with something new. When children speak a new language, they bring great motivation with them, so that they can talk actively. Vygotsky, cited in Cameron (2001:6) adds the environment, the children's surrounding, play an important role in the children's language learning development. In addition, people who belong to the parts of children's environment can lead them to be active learners by bringing the language objects and teaching them how to use such object.

The conclusion is that children are different from adults, so that the way how to teach must be different. The teacher should use appropriate techniques for teaching children. Children like fun and cheerful atmosphere, so that the activities should be various and interesting for them.

2. Assessment at Primary Level

a. Definition of Assessment

There are various definitions of assessment proposed by experts. According to Brewster et. al. (2002:244), assessment at primary level is an attempt to analyze the learning that a child has achieved over a period of time as a result of the classroom teaching/learning situation. Further, Pinter (2006:131) states that assessment is the process of data analysis that teachers use to get evidence about their learners' performance and progress in English. Pavlov & Sophie (2003:4) define assessment as a general term which includes all methods used to gather information about children's knowledge, ability, understanding attitudes, and motivation. In the conclusion, assessment is the process of

collecting data about students' achievement in the language learning. A teacher can subconsciously assess the students' performance. It is different from a test that in this context is a method of measuring a person's ability, knowledge or performance in a subject. As a method, a test becomes a set of techniques, procedures of items-that requires performance on the part of the test taker.

b. Principles for Assessing Children's Language Learning

According to Cameron (2001: 218-221), there are principles for assessing children's language learning.

1. Assessment should be seen from a learning-centered perspective

Vygotsky suggested that a true assessment of a child's ability does not get by measuring what she or he can do alone and without help; instead that what a child can do with helpful others both predicts the next stage in learning and gives a better assessment of learning. It is called scaffolded assessment.

2. Assessment should support learning and teaching

There is a relation between assessment and teaching/learning. Although assessment has negative effects in learning, it positively supports learning.

The positive effects are:

- a. The process and outcome of assessment can motivate learners;
- b. An assessment activity can provide a helpful model of language use;
- c. An assessment activity, and feedback from it, can support further learning;
- d. The outcomes of assessment can help teachers plan more effective lessons;

- e. The outcomes of assessment can inform the evaluation and improvement of courses and programs.

3. Assessment is more than testing

A skilled teacher assesses learners' learning through what she/he notices and how she/he interprets these observations from their experience and knowledge. Assessment is not necessary do it too often or to test children to understand how much they have learn. Moreover, it is ways to assess language learning that go beyond testing.

4. Assessment should be congruent with learning

Assessment should congruent with the children's learning experience. It means that assessing children on the basis of what they have been taught and using assessment activities that are familiar to children from their classroom experience is fairer. It should like teaching and learning.

5. Children and parents should understand assessment issues

Parents need to know what the teachers are doing and why, the effort it takes to explain will be repaid by parental support for teachers. Even stronger support can be had if teachers explain and model what parents can do to help their children.

c. Types of Assessment

1. Assessment based on the stages or the times of implementation

a. Formative assessment

According to Cameron (2001: 222), formative assessment aims to inform on going teaching and learning by providing immediate feedback. Teachers give

assessment to change her plan-outcome to change plan-move to other skill. While Masters and Forster (1997: 9) state that formative test is when teachers are collecting information about children's strength and weaknesses in order to provide feedback to learners and to make further decisions about teaching, for example: informal quizzes in class, collecting portfolio. It gives feedback to the students' performance and improves competencies. Further, McMilan (2000: 152) defines formative assessment as occurring while knowledge is being learned. In the conclusion, formative assessment helps teachers to see how far a student is making progress throughout a teaching.

b. Summative assessment

Summative assessment measures students' achievement in the end of a period of time, generally to report about children's progress (Masters and Forster 1997: 9). It collects information about how well a student has learned. It implies looking back and taking stock of how well that students has accomplished objectives but not necessarily point the way to future progress, example: final exam. Moreover, Cameron (2001: 222) suggests that summative assessment aims to assess learning at the end of a unit, term, year, or course, and does not feed back into the next round of teaching. McMilan (2000: 152) adds summative assessment was defined as occurring at the end of a learning episode—for example, at the end of a course.

Both of the assessments are important to know how far students achieve the competencies, not only well in formative but also well in summative. They can have impact on children's motivation but in different ways. Formative assessment

look for how far students are making throughout a teaching while summative assessment see how well students have done at the end of teaching.

2. Assessment based on the references

a. Norm referenced test

In norm referenced test, the information on how a child has achieved is compared with the achievement of the larger group of learners (Penny: 143). It is similar to NCTE (2010: 9), assessment data on one student, typically tests data, were interpreted in comparison with the data on other students who were considered similar. Further, Cameron (2001: 223) suggests that each test-taker's score is interpreted in rank order.

b. Criterion referenced test

In contrast with norm referenced test, criterion referenced test match the child's performance against an expected response on an item, or it may make use of a set of descriptors along a scale, on which a learner is placed (Cameron, 2001:223). NCTE (2010: 16) adds that simply that a student's performance was interpreted with respect to a particular level of performance-either it met the criterion or it did not. The criterion referenced test is designed to give test-takers feedback usually in the form of grades, on specific course or lesson objectives (Brown: 2004). Classroom tests are involving the students in only one class and connected to a curriculum.

d. Classroom based Assessment

Nunan and Linse (2005: 145) state that assessment should be integrated and reflected the type of instruction taking place in the classroom. It is not only

conducted in the end of teaching and learning. School based curriculum has its own way of conducting assessment, namely classroom-based assessment. It means that it is a process of how teacher collects and uses information to judge the results students learning based on steps of student advancement according to the competencies decide by the curriculum. Classroom assessment integrates the assessment with the assessment with the teaching and learning process.

Understanding the concept of classroom based assessment is actually important for this study. The researcher involves some important aspect of classroom. They are characteristics, the criteria, and the techniques of classroom-based assessment.

1. Characteristics of classroom-based assessment

Classroom-based assessment has some characteristics as published by National Education Department, ktsp.diknas.go.id. The characteristics consist of:

a. Mastery learning

It means that students are not allowed to carry out the next work, unless they have finished their work in a correct procedure and a good result. Quoting from John B. Carrol, he suggests that schools or teachers should consider the students' level of learning in which students should be grouped based of their abilities and taught based on their characteristics. Since it takes time, teachers should consider the amount of time related to students' characteristics.

b. Authenticity

It means that the tasks to be accomplished by students reflect on real world problem, not the school ones. In order to assess students' competencies, teacher should base the assessment to criterion-referenced assessment which means that it should be a holistic assessment, which covers knowledge, skills, and attitudes.

c. Continuity

The teachers have to control the process, the advancement and the remedial continuously in every assessment conducted. Teachers should control students during the daily examination, the mid-term examination, the final examination, and get remove examination.

d. Criterion referenced

Students' achievement is not compared with other students, but it is compared with their previous ones and the criteria. Students should consider the criteria to get the maximum process and results in the teaching and learning process.

e. Use some assessment techniques

Teacher should develop and provide various techniques to assess students' performances. Teacher can use different techniques based on the competency they want to assess.

According to Pavlov (2003: 9), there are some methods that can be used to assess young learners. Those are below.

1) Project assessments

The purpose is to assess students by accomplishing a task in a period. Projects integrate language skills and promote students' ability. They involve assessing both group works and individual contribution to the group. They have disadvantages since they take a lot of time to assess as well as to supervise. Moreover, there isn't time for a second chance so that students cannot revise to get a better score.

2) Paper and pencil tests or written assessments

They are also called traditional tests such as multiple choice questions, true false statements, and cloze test. They are objective, easy to mark, and easy to prepare. However, they have disadvantages because they are intimidating and stressful as well as they do not tell us much about what children actually do.

3) Portfolio

Portfolio is a continuous assessment process which is based on information collection that shows students' ability development in one period. It is useful to students when they are carrying out their assessment or profiling. It also gives a complete picture of what the learner is able to do and enables them to see the learner's progress over the year. However, it is hard to mark objectively and looking through portfolios can be time consuming.

4) Self assessment

Self assessment promotes invaluable learning skills. It also gives children an insight into the assessment criteria used by other. Moreover, the children benefit from feeling that they have a say in their assessment. This gives students a certain sense of empowerment.

5) Structured assessment activities/tasks

These are tasks organized by the teacher in order to assess knowledge, skills, attitudes, and the ability to apply these to new situation. The activities/tasks can be constructed in such a way that they reflect sound teaching principles such as creating authentic, child-centered activities. However, they have disadvantages because students may be guessing and they need careful planning to ensure the answer choices are clear.

6) Peer-assessment

Peer-assessment can positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each other's work.

7) Learner-developed assessment tasks

It concerns to children contribution to the content of an assessment task or actually creates a task by its own. Discussion of task content with the teacher helps to encourage responsibility and maturity because the children have to think about what they are supposed to know and have to set appropriate performance criteria.

8) Take-home tasks

Take-home tasks are tasks that children can complete at home after discussion with the teacher. They are particularly suitable for mixed-ability classes, because children have the freedom to choose how to go about completing their task, how much time to spend on it, when to work on it, and what level of performance they perceive as satisfactory in the light of their own abilities.

9) Observation

Observation is done by the teacher during the teaching and learning process. Teachers should record the observation systematically by making short notes soon after lesson and keeping them on files or using checklist and ticking them during or after the lesson.

2. Criteria of Classroom-based Assessment

According to the guidance of school-based curriculum provided by the government, classroom-based assessment involves the following criteria.

- a. Valid: the assessment assesses what should be assessed by using appropriate means to measure competencies.
- b. Reliable: the result of assessment should be reliable which guarantee the consistency.
- c. Focused of competency: assessment in school based curriculum has to focus on the competency, not only on the mastery of materials.

- d. Comprehensive: assessment should be comprehensive by applying some techniques and means to assess various competencies so that it will describe students' abilities or competencies.
- e. Objective: teachers in classroom should conduct classroom, based assessment objectively, fairly, well planed, and continuously. Moreover, it should use clear criteria in determining the scores.
- f. Educative: carrying out assessment in classroom activities are actually expected to improve the teaching and learning process for teacher and the quality of student learning.
- e. Authentic Assessment
 - 1. Definition of Authentic Assessment

According to O' Malley and Pierce (1996:4), authentic assessment is a multiple form of assessment that reflects student learning achievement, motivation, and attitudes on instructionally relevant classroom activities. Moreover, Mueller (2006) adds a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Authentic assessment is also called performance assessment. It applies tasks which are designed to represent complex, complete, and real-life tasks. Gall, Gall, and Borg (2003:210) say that it is an approach to evaluate students by directly examining their performance on tasks that have intrinsic value. It deals with teacher's activities in observing and making

judgment about a student's skill in carrying out an activity or producing a product (Airasian 1991:252).

2. Characteristic of Authentic Assessment

Quoting from Mueller (2006), here are some characteristics of authentic assessment.

a. Performing a task

Students show their understanding by performing a complex task that is actually a representative of more meaningful application.

b. Real life

It means that students demonstrate their proficiency by doing something.

c. Construction or application of knowledge

Sometimes a test can be authentic because we are asked too recall or recognize facts and ideas as well as proposition in life. However, recalling or reorganizing facts or ideas actually, only reveal few of what students really know and can do.

By doing authentic assessment, students are asked to analyze, synthesize, and apply what they have learned in a substantial manner and create new meaning in the process as well.

d. Students-structured

Students are free to choose and construct what they are going to present prove their proficiency when they do not have their own topics. There are still several acceptable ways to construct a product or performance.

However, more students-structured tasks also have strengths and weaknesses and teachers have to consider them as well.

e. Direct evidence

Give argument and do multiple choice do not show the direct evidence of real life situation. More direct evidence to application and construction of knowledge is one characteristic of authentic assessment.

Authentic assessment also has main purpose in relation to language education. As proposed by Au, Scheu, Kawakami, and Herman in Strickland, Galda, and Lullinan (2004), authentic assessment provides students and teachers with information useful in promoting growth in literacy. Thus, it involves the administration of a variety of types of informal inventories, test, and measures, as well as the collection of anecdotal notes and samples. The teacher and the students collaborate to determine what is and is not going well. Then, the teacher has to reflect the students' progress to see the effectiveness of the teaching strategies, materials, and curriculum. It means that there is a relation between instruction and assessment.

3. Kinds of Authentic Assessment

Authentic assessment is also called as alternative assessment or performance assessment. It is often called as performance assessment because students should perform meaningful tasks, while it is called as alternative assessment because it is an alternative to traditional assessment. According to O' Malley (1996:12), there are types of assessment.

- a. Oral interviews
- b. Story or text retelling
- c. Writing samples
- d. Projects or exhibition
- e. Experiment or demonstration
- f. Constructed-response items
- g. Teacher observation
- h. Port folios

4. Creating Authentic Assessment

a. Identifying the Standards

According to Mueller (2006), standard is typically one sentence statements of what students should know and be able to do at a certain point. Standard may be taken from any sources. Teachers may look at national standard, but Mueller (2006) suggest that teachers examine or reflect what they value.

In school based curriculum, school develops its own curriculum by considering the national standard of education. Therefore, in developing the assessment, teacher considers the syllabus of that subject.

b. Creating Authentic Tasks

Authentic tasks do not always create the tasks by themselves, but adopt from many resources. It is *an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.*

Adapted from Department of Public School of California (2001), there are some examples of authentic tasks:

1. Picture-cued descriptions or stories
2. Oral prompts
3. Text retelling
4. Role playing

f. Classroom testing

A teacher may have to test their learners from outside to testing relevant and meaningful use of language and testing fairly and accurately. In designing test, the University of Cambridge makes claims about the characteristics of test.

Those are:

- 1) fun for children to take so the tasks are varied and some look like games or puzzles
- 2) attractive and colorful to look at so all tasks are based on colorful graphics
- 3) interesting in content so topic areas which are relevant to children's lives are chosen e.g. school food, animal
- 4) encouraging and confidence building so the test are short and plenty of time is allowed for each task; the tests have a simple format with simple instructions for the learners
- 5) relaxed and non-threatening so all listening tasks are heard twice; speaking tasks are actively-based; oral examiners can give lots of encouragement

An important issue is how far tests reflect the aims, objectives and methodology of the language program and how far they are different. The kind of

activities contained in the test could be used in classroom testing which draw on these features.

- 1) testing more usual word and sentence level activities
- 2) testing simple language skills as well as specific structures or vocabulary items
- 3) testing listening and speaking as well as literacy
- 4) testing by making use of learners' background knowledge such as predicting content from pictures or a list of words
- 5) testing using longer stretches of language, such as dialogues, short description

Below is a list of the types of activities that can be used in tests.

Listening

Listen and discriminate between sounds
 Listen and point to things or follow instruction
 Listen and select the appropriate pictures
 Listen to a description and draw or color a picture
 Listen to a description and label a picture
 Listen and match two pictures or a word and a picture
 Listen and sequence pictures, words or sentences
 Listen to a description or story and tick items on a simple chart
 Listen and take simple notes
 Listen and complete gaps in words or sentences
 Listen to a narrative and trace a route on a map or plan
 Listen and select the correct response (multiple choices)

Speaking

Listen and repeat words that rhyme or have the same/opposite meanings
 Listen and repeat only things which are true
 Sing a song, say a rhyme or poem from memory
 Do pair work tasks, such as simple problem-solving
 Speak from picture prompts
 Finish off a sentence
 Pass on a telephone message
 Play a guessing game
 Listen to a story, sequence pictures and then retell the story

Reading

Do simple reading games at word level like Odd One Out
 Read a rhyme, poem or part of a dialogue aloud
 Read vocabulary items and group them into families
 Read a description and color or draw a picture
 Read letters and rearrange them to produce words or sentences
 Read and match pictures to written labels or two halves of a sentence
 Read and transfer simple information onto a chart
 Read and follow instructions to make something or retell them
 Read and answer multiple choice, true/false or comprehension questions

Writing

Rearrange and copy letters to spell a word
 Read a description and write labels or captions for pictures
 Complete a crossword
 Fill in gaps in sentences to test grammar or vocabulary
 Write speech bubbles for characters from a story or dialogues
 Transfer simple notes on a chart into sentences
 Answer simple questions in written form
 Correct mistakes in a sentence or text
 Write sentences from picture prompts

g. Assessing English Skills and Attitudes

1. Skills Development

a. Assessing Listening

There are two main components of listening assessment in the young learner classroom; those are phonemic awareness and listening comprehension. The assessment of phonemic awareness is the ability to distinguish between different sounds. The aspects of phonemic awareness are the ability to distinguish between sounds, identify words that start or end with the same sound, and recognize rhyming words. On the other hand, listening comprehension may have some aspects including:

- 1) understanding the individual words: ask children to point to an object or picture

- 2) understanding the instructions: use questions
- 3) understanding pieces of text: children can involve statements with pictures

b. Assessing Speaking

Assessing speaking consists of number of elements such as pronunciation, intonation, and turn-taking. However, the overall aim of speaking is to achieve oral communication, i.e. to be able to convey messages. When assessing children, the emphasis should be on their communicative ability in basic functions. Speaking skills can be assessed by asking young learner questions, engaging them in conversations, asking specific questions during class, and talking with them on a one-to-one basis.

c. Assessing Reading

Assessing students' literacy skills is a complex process. It is difficult when students are learning ESL or EFL. One of the techniques can be used is comprehension questions to determine if children understand a specific reading passage.

d. Assessing Writing

Writing is considered the most difficult language skill. For young learners, assessing writing include mastering the Roman alphabet, copying, handwriting, and basic sentence formation.

2. Attitudes

Childhood is the best time to form strong positive attitudes. Attitude assessment can be done during conferencing (short, private conversations with the

children) or through questionnaires and observation. Although it is impossible to award objective marks for attitudes, motivation, pleasure in learning, and interest in the target culture, the teacher can create the profiles of individual children, describing their attitudes, and compile reports for parents, colleagues, and school authorities.

3. Feedback

Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment is carried out. Feedback can be given through individually to each child, to groups of children, or to the whole class. It can also be given in the form of self-correction or peer-feedback. Feedback helps children to discover their strengths and weaknesses motivate them, and helps them to persist in their learning.

4. Marking Schemes

Marking schemes are a way of indicating the level to which a learner has achieved the aims of the assessment.

a. Speaking marking scheme

It is used to report on children's performance in an interactive speaking task for pairs or groups. The speaking task report concentrates on three categories: fluency, task achievement, and pronunciation.

Figure 1. Speaking task report

Name: _____ Date: _____ Class: _____			
Focus	Level	√	Comments
Fluency	Frequent and long pauses cause difficulties in communicating		
	Communicates even though there are some long pauses		
	Communicates effectively without long pauses		
Task Achievement	Had difficulties in carrying out the task		
	Carrying out the task but with some difficulty		
	Carried out the task successfully and with relative easy		
Pronunciation	Pronunciation makes comprehension difficult		
	Acceptable easily comprehensible pronunciation		
	Very good pronunciation		
Overall Comments			
Action Suggested			
Teacher's signature			

b. Writing marking scheme

The writing report consists of four aspects: accuracy, task achievement, handwriting, and mechanics. At different stages it can be emphasized on different aspects of writing.

Figure 2. Writing task report

Name: _____ Date: _____ Class: _____			
Focus	Level	√	Comments
Fluency	Frequent grammatical mistakes cause difficulties in communicating		
	Communicates even though there are some grammatical mistakes		
	Communicates effectively without many grammatical mistakes		
Task Achievement	Had difficulties in carrying out the task		
	Carrying out the task but with some difficulty		
	Carried out the task successfully and with relative easy		
Handwriting	Handwriting makes comprehension difficult		
	Acceptable easily legible handwriting		
	Very legible handwriting		
Mechanics (punctuation, capitalization, word boundaries)	Problems with mechanics make comprehension difficult		
	Fair control of mechanics		
	Very good control of mechanics		
Overall Comments			
Action Suggested			
Teacher's signature			

3. The concepts of Assessment

a. Validity

An assessment is considered to have validity if it measures the skill it is supposed to measure with a specific group of learners. In order to evaluate the validity of an assessment, there must be a comparison between the skills or knowledge which is assessed with what is actually assessed, and also examines the claims made about learners' ability from their performance in the assessment. If an assessment omits some aspects of what is being assessed, its validity can also be reduced.

b. Reliability

Reliability measures how well a test or assessment assesses what it claims to: would the assessment produce the same results if it were taken by the same students on different occasions, or if the same test or assessment was scored by different people? (Gipps and Scobart 1993).

c. Fairness

Fairness requires that children are given plenty of chances to show what they can do, and that their language learning is assessed through multiple methods. It is important in planning and designing assessment that the content is scrutinized to make sure that culturally unfamiliar pictures or concepts do not reduce children's chances to demonstrate their language learning. The types of questions, test items, or assessment tasks should also be familiar to pupils, if they are to show their ability to best advantage.

4. Description of English Teaching and Learning in Primary School

a. The Standard of Content of English in Elementary School

KTSP is the curriculum used in Indonesia. At the moment, it is developed from Standard of Content by schools based on their content and potential. In 2006, government launched KTSP, for some instances KTSP is the development of the 2004 curriculum.

English, as stated in standard of content (PERPEMDIKNAS No. 22, 2006), is learned at Elementary School two hours in a week (as a local content for class IV, V, and VI). Moreover, competence of graduate of English (PERMEN No. 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for Elementary School.

The purpose of teaching English for Elementary School in this curriculum is to build children's positive attitudes to English. Those are:

- 1) To make children interested in English;
- 2) To build children's confidence to communicate in English orally and in written;
- 3) To increase children communication competence orally and in written through four integrated skills: listening, speaking, reading and writing;
- 4) To make children aware that English is communication media

Based on those purposes, the English teaching learning in elementary school is created as fun as possible so that children are not bored.

b. The English Assessment Tasks Effectively Applied in Elementary School

Many elementary schools use paper and pencil test as a tool to give evaluation to their students. A survey by Rea-Dickins and Rixon (1999) revealed that a great majority of primary English teachers in many parts of the world uses “paper and pencil test” as major tool of assessment. It is relatively easy to assess. However, it gives wash back effect to the students. They are stress and tired to do a test like that.

A good assessment task, according to Pavlov and Sophie (2003: 19-21) are organized by many categories, i.e. level, age group, time, description, language, skills, assessment criteria, material, preparation, in class, feedback, follow-up, variations, assessment of outcome, portfolio, and comment. It will also be effectively applied if it involves the use of more than one method of assessment and is suitable with the student needs’ as well as the material that have been taught.

c. Conceptual Framework

A language teaching learning process is influenced by many components. Those components are related to each other. Assessment is an integral part of teaching and learning process. It is used to check how far students can do and can not do what they have been learnt.

Assessing young language learners is different from assessing adult. They have to be handled carefully so that it can make them motivated to learn English further. In order to achieve the goal, assessment in teaching and learning to young

language learners should be appropriate with the students' need. Therefore, students have positive attitude and motivated to learn English.

The success of the implementation depends on many factors. One of the factors is the availability of appropriate assessment for young language learners. Designing assessments have to be suitable with the standard and curriculum used by the schools. It is also valid, reliable, and fair. Moreover, the assessment gives positive attitudes to the students. Assessment is less threatening, but it is fun. Therefore, the students are able to know how far their achievement.

In designing the assessment, it needs to design the test grid, develop the test, observe the teaching and learning process as well as the assessing, interview the teacher and students, implement the test, and evaluate the test. During the process, it was concerned with the theories of assessing young language learners as mentioned previously. At the end of the research, it was expected that it finally can provide the learners with appropriate assessment.

CHAPTER III

RESEARCH METHOD

A. Type of Study

The type of the study is R & D because the objective of this research is to develop a product that can be used in educational products (Gall, Gall and Borg (1981: 221). The products are specific needs and according to detailed specification tasted and revised until a specified level of effectiveness is achieved. They can be used to support education. The product resulted in this research is in the form of a set of assessment for the four grade students of Elementary School.

B. Subjects of the Research

The subjects of this research study are the fourth grade students of MI Ma'had Islami in the academic year of 2012-2013. There is only one class and there is 26 students, 12 male and 14 female.

C. Setting of the Research

The research study was conducted in MI Ma'had Islami. It is located in Kotagede. There were six classrooms, a teacher office, a library, a mosque, a headmaster office, three rest rooms, two parking areas, a computer's room, and a field.

D. Instruments of the Research

The instruments are used to gather the data and to conduct the analysis. The instruments of this research were in the form of questionnaires, observation schemes and interview guidelines. The questionnaires are conducted in three steps. The first questionnaire was for the students with open-ended questions and close-ended questions. It was distributed to get information about the students' needs. The organization of the question can be seen as follows:

Table 1.1. The Organization of the first Questionnaire (Need Analysis)

Purpose of the questions	Components	Question Number	References
To find some information about respondents' profile	Age group, level	1, 2, 3, 4	Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
To find some information to evaluate the aims of the assessment tasks designed and the rationale whether they are relevant with the learners' characteristics or not.	SKL, skill	5, 6, 7, 8, 9	Depdiknas.2008. <i>Pedom an PembelajaranBahasaInggrisBahasaInggris di SekolahDasar</i> . Jakarta: Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.

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To find some information to evaluate the content of the assessment tasks.	Material, preparation, in class, feedback, follow up	10, 11, 12, 13, 14, 15, 16	Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
To find some information to evaluate the methodology used in assessing young learners.	Theories of assessing young language learners, task types	17, 18, 19, 20	Hutchinson, Tom and Waters, Alan.1987. <i>English for Specific Purposes</i> .Cambridge: University Press Brewster, Jean and Ellis, Gail.1992. <i>The Primary English Teacher's Guide</i> .London: Penguin

The second questionnaire was for English teacher and lectures. The researcher distributed questionnaire including open and close ended questions. The purpose was obtaining feedback and evaluation toward the designed assessment. The organization is shown in table 1.2.

**Table 1.2.The organization of the second questionnaire for evaluation
(Administered to Respondents)**

No	Purpose of the questions	Part	Question Number	References
1.	To find some information about respondents' profile	A	1, 2, 3, 4	Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.

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2.	To find some information to evaluate the aims of the assessment tasks designed and the rationale whether they are relevant with the learners' characteristics or not.	B	5, 6, 7, 8, 9	Depdiknas.2008. <i>Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar</i> . Jakarta: Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
3.	To find some information to evaluate the content of the assessment tasks.	B	10, 11, 12, 13, 14, 15, 16	Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
4.	To find some information to evaluate the methodology used in assessing young learners.	B	17, 18, 19, 20	Hutchinson, Tom and Waters, Alan.1987. <i>English for Specific Purposes</i> .Cambridge: University Press Brewster, Jean and Ellis, Gail.1992. <i>The Primary English Teacher's Guide</i> .London: Penguin

The last questionnaire is conducted after the implementation took place. The aim is for knowing teacher's and students' comments and feedbacks on the assessment tasks. Table 1.3 showed the organization of the questionnaire.

Table 1.3. The Organization of the third questionnaire for evaluation

No	Purpose of the questions	Part	Question Number	References
1.	To find some information about respondents' profile	A		Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
2.	To find some information to evaluate the aims of the assessment tasks designed and the rationale whether they are relevant with the learners' characteristics or not.	B	1, 2, 3, 4, 5	Depdiknas.2008. <i>Pedoman PembelajaranBahasaInggrisBahasaInggris di SekolahDasar</i> . Jakarta: Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
3.	To find some information to evaluate the content of the assessment tasks.	B	6, 7	Pavlou, Pavlos&Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
4.	To find some information to evaluate the methodology used in assessing young learners.	B	8, 9, 10, 11, 12	Hutchinson, Tom and Waters, Alan.1987. <i>English for Specific Purposes</i> .Cambridge: University Press Brewster, Jean and Ellis, Gail.1992. <i>The Primary English Teacher's Guide</i> .London: Penguin

The interviews were carried out with the English teacher involved in the research to gain the data in relation to the implementation of the assessment before and after the try-outs. The questions were about the implementation of the assessment, whether or not the assessment was valid to the assessment, the

content of the assessment, and the difficulties the teacher faced during the implementation of the assessment.

E. Data Collection Techniques

The data of the research were collected through implementing the instruments. They were divided into two. Those were in the form of scores and interview transcripts. The scores were percentage of the choices in the questionnaires, while the interview data were recorder and then transcribed. Besides, when the researcher was conducting the research, she wrote the result of the observation in the form of field notes.

F. Data Analysis Techniques

The data were needed to be analyzed to gain the results and conclusions of the research. They are consisted of the results of the needs analysis, transcript interview, and discussions. The results of need analysis were used to get what the English teacher needed in conducting the assessment and the students needed in reaching their achievement. It is analyzed by using a Likert Scale. The data were in the form of scores and suggestion.

Interview and discussion were carried out to get feedback, opinion, and/or suggestion from the teacher in relation to the implementation of the test during the assessment. The data of interview and discussion were used to analyze whether the assessment was applicable in assessing children. They are taken to support the

evaluation of the test which was then used to revise the test. The steps of data analysis are explained as follows:

- a. Changing the categories into number by using Likert Scale as mention below.

Table 2. Category Convention Table

Category	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DS)	2
Strongly Disagree (SD)	1

- b. Defining the mean

Mean was used to find out the average score. The formula is below.

$$Mx = \frac{\sum x}{N}$$

in which, Mx : mean

$\sum x$: total score

N : number of respondents

- c. Defining the Ideal Mean and the Ideal Standard Deviation

Ideal mean and ideal standard deviation are used to know the quality of assessment designed. According to Arifin (1991:101-103), the computation of M_i and SD_i can be obtained by the following formulas:

$$M_i = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$SD_i = \frac{1}{2} M_i$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

M_i = ideal mean

SD_i = ideal standard deviation

To know the category of each aspect of assessment designed, the quantitative to qualitative data conversion by five scales are used.

Table 3. Quantitative to qualitative data conversion

Score Range	Category
$X > M_i + 1,5 SD_i$	Very good
$M_i + 0,5 SD_i < X \leq M_i + 1,5 SD_i$	Good
$M_i - 0,5 SD_i < X \leq M_i + 0,5 SD_i$	Fair
$M_i - 1,5 SD_i < X \leq M_i - 0,5 SD_i$	Poor
$X < M_i - 1,5 SD_i$	Very poor

G. Validity and Reliability

Validity and reliability are two important concepts in assessment. Validity establishes the judgment whether the ability can indeed be measured. It refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences that a researcher made.

The validity employed in designing the test was content validity. Glenn and Davidson (2007) define content validity as any attempt to show that the content of the product is a representative sample from the domain that is to be

tented. In order to judge whether or not the design of the test has content validity, the specification of the skills to cover is needed.

In relation to the reliability, the researcher involved inter-rater reliability to calculate the reliability coefficient among raters in assessing students using test. Inter-rater reliability refers to the tendency of different raters to give the same scores to the same scripts. It is important to ensure consistency and fairness in the assessment. If the scoring of the test is not reliable, then the test result cannot be reliable either. Weigle (2002) also argues that inter-raters reliability is valid when there is an agreement between raters.

Hughes (2003) cites that it is possible to quantify the reliability of a test in the form of reliability coefficient. He also proposed that the ideal reliability coefficient is 1. On the other hand, a test which has a reliability coefficient 0 indicates there is no reliability at all. Suharto (2006:82) proposed the range of reliability coefficient from 0 to 1 as presented in table below.

Table 4. The range of reliability coefficient

Reliability coefficient	Category
0.800-1.00	Very high
0.600-0.799	High
0.400-0.599	Sufficient
0.200-0.399	Low
0,000-0.199	Very low

H. Research Procedure

This research is categorized in R&D. The procedure of implementing the assessment adapted the steps as suggested by Dick and Carey in Gall, Gall, and Borg (2003: 571).

Those steps were adapted in to the research and suited what steps suitable to the research. She combines and simplified the procedures of conducting R&D into the following steps:

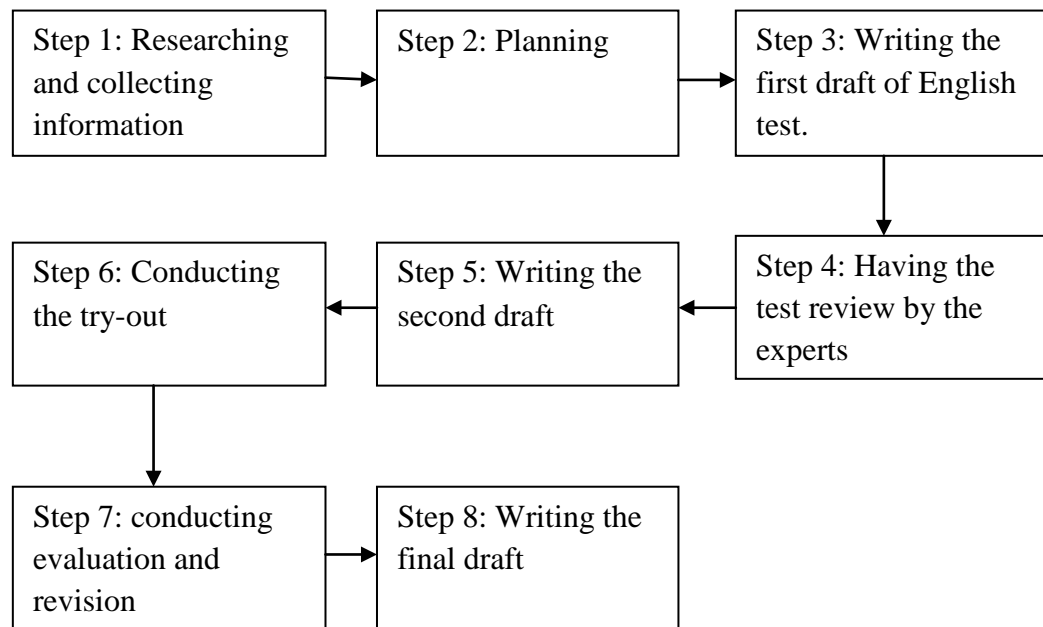


Figure 3. The Simplified Model of Research Procedure Based on Dick and Carey in Gall, Gall, and Borg (2003)

Here are the brief descriptions of each stage in the R & D process that were employed in this study.

1. Researching and collecting information

In this step the researcher conducted the need analysis. The researcher collected the information from the questionnaires distributed to the students and the interview did to the English teacher. That information used to do the next step.

2. Planning

In this step, the researcher wrote the test grid based on the students' need. There are some aspects in writing the test grid, i.e. theme, basic competence, indicators, learning materials, and assessment tasks.

3. Writing the first draft of English tests

The first draft was written based on the test grid.

4. Having the test review by the experts

The expert on children was asked to review the first draft of the tests.

5. Writing the second draft

After getting feedback from the experts, the tests were revised. The second draft of the tests was written based on the feedback from the experts.

6. Conducting the try-out

The implementation was conducted after the test items were finished and ready to be tried out. It was done in four meetings.

7. Conducting evaluation and revision

After conducting the try out, the second questionnaire was distributed to the students. The observation, questionnaire distribution, and interviews were conducted to get feedback from the students. The data were used to revise the tests.

8. Writing the final draft

The tests were revised based on the data obtained from observations, questionnaire distribution, and interviews. As the tests have been field tested and revised until a specified level of the effectiveness has been achieved, the researcher wrote the final draft of the English test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion. The research findings are divided into five parts. There are needs analysis, the test grid, the development, the implementation, and the evaluation. The result of those will be discussed in the discussion.

A. Research Findings

1. Needs Analysis

The needs analysis was conducted by using questionnaire to find out the students' needs in assessment. The information was used to get the data of the students and the descriptions of their assessment needs. Besides, class observation and interview were conducted to the English teacher. The results of the need analysis were explained as follows.

a. Children's characteristics

There are 26 students of class IV. The students' age ranged from nine to twelve years old. The data of the respondents were presented in table 4 below.

Table 5. Data of the respondents of the need analysis

Group of respondents	Age				Sex	
	9	10	11	12	Male	Female
Students of class IV	17	7	1	1	12	14

b. Children's needs

The analysis of students' needs was based on the data from the questionnaire administered to the students. There are some aspects of the questionnaire; those aspects were students' opinion about English subject, Standard of Graduate Competence, skills, materials, preparation, in class, feedback, theory of assessing young language learners, and test types. The data of the needs analysis were summarized in table 5 below.

Table 6. The result of the need analysis

No	Statement	Options	Students' answer
A. English Subject			
1.	<i>Aku suka pelajaran Bahasa Inggris.</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 11 b. 15 c. 0 d. 0</i>
2.	<i>Aku belajar bahasa Inggris mulai kelas 4.</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 2 b. 4 c. 3 d. 17</i>
B. Standard of Graduate Competence			
3.	<i>Aku mengerti beberapa ucapan dalam bahasa Inggris (Hello, thank you, good morning)</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 11 b. 14 c. 0 d. 0</i>
4.	<i>Aku mengetahui nama-nama benda dalam Bahasa Inggris. (animal, clothes, colour)</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 5 b. 15 c. 4 d. 2</i>
5.	<i>Aku bisa melakukan tindakan sesuai perintah guru dalam bahasa Inggris.</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 10 b. 13 c. 1 d. 2</i>
C. Skills			
6.	<i>Aku dapat menirukan ucapan guru dalam bahasa Inggris.</i>	<i>a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju</i>	<i>a. 11 b. 14 c. 0 d. 0</i>

(Continued)

(Continued)

7.	Aku dapat mengucapkan beberapa kata berbahasa Inggris.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 3 b. 19 c. 1 d. 3
8.	Aku bisa membaca tulisan berbahasa Inggris yang ada di sekitarku (birthday card).	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 9 b. 15 c. 1 d. 0
9.	Aku bisa menulis beberapa kata dalam bahasa Inggris.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 8 b. 17 c. 1 d. 0
D. Preparation			
10.	Ibu guru bahasa Inggris selalu memberitahu ketika akan ulangan bahasa Inggris.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 10 b. 15 c. 1 d. 0
11.	Ibu guru bahasa Inggris memberikan kertas untuk menjawab soal ketika ulangan.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 11 b. 14 c. 0 d. 0
E. In class			
12.	Aku suka bekerja secara berkelompok	a. Sangat Setuju a. Setuju b. Tidak Setuju c. Sangat Tidak Setuju	a. 15 b. 10 c. 0 d. 1
13.	Aku suka bekerja sendiri.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 5 b. 13 c. 2 d. 5
14.	Ibu guru bahasa Inggris selalu memberikan penjelasan sebelum mengerjakan soal.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 11 b. 15 c. 0 d. 0
15.	Ibu guru bahasa Inggris memberitahu maksud perintah soal yang tidak dimengerti.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 11 b. 12 c. 0 d. 2
F. Feedback			
16.	Setelah ulangan, ibu guru bahasa Inggris memberikan jawaban soal ulangan.	a. Sangat Setuju b. Setuju c. Tidak Setuju d. Sangat Tidak Setuju	a. 8 b. 17 c. 0 d. 1

(Continued)

(Continued)

G. Theories of Assessing young learners			
17.	<i>Ulangan yang diberikan Ibu guru bahasa Inggris menyenangkan.</i>	<i>a. Sangat Setuju</i> <i>b. Setuju</i> <i>c. Tidak Setuju</i> <i>d. Sangat Tidak Setuju</i>	a. 8 b. 18 c. 0 d. 0
H. Task types			
18.	<i>Ibu guru bahasa Inggris menggunakan soal pilihan ganda dan esei ketika ulangan.</i>	<i>a. Sangat Setuju</i> <i>b. Setuju</i> <i>c. Tidak Setuju</i> <i>d. Sangat Tidak Setuju</i>	a. 4 b. 12 c. 5 d. 2
19.	<i>Ibu guru bahasa Inggris sering memberikan PR untuk dinilai.</i>	<i>a. Sangat Setuju</i> <i>b. Setuju</i> <i>c. Tidak Setuju</i> <i>d. Sangat Tidak Setuju</i>	a. 12 b. 14 c. 0 d. 0
20.	<i>Ibu guru bahasa Inggris memberikan tugas membuat sesuatu untuk dinilai.</i>	<i>a. Sangat Setuju</i> <i>b. Setuju</i> <i>c. Tidak Setuju</i> <i>d. Sangat Tidak Setuju</i>	a. 10 b. 15 c. 1 d. 0

In the first aspect of the first questionnaire, there were two statements that consisted of four choices in each statement to find out the students' opinion about English. The response of the first statement was concluded that all of the students liked English subject. In the second statement, the response shows that 68 % students strongly disagree that they learn English since class 4 while 17 students strongly disagree, 3 students disagree, 4 students agree, and 2 students strongly agree.

Regarding to the second aspect, it was known that majority of the students knew the standard of graduate competence. Furthermore, responding to statement about the students' understanding in uttering some English speech shows that 96% students agree to the statement. The next statement tried to find out the students' mastery in English vocabulary. The response of the statement showed

that the 77% students knew some vocabulary items. The response from the last statement in the second aspect shows that 88% students are able to do action based on teacher instruction in English.

The next aspect tried to find out the students' skills. The response of the first statement in the third aspect shows that the students are able to repeat the teacher utterance in English. Based on the result, 96% students are able to do that. Furthermore, responding to the statement about the students uttering vocabulary, it was known that 84% students are able to utter English words. The response of the next statement shows that 92% students are able to read English written around their environment. The response of the last statement shows that 96% students are able to write some words in English.

In relation to the fourth aspect, the result showed that 70% students like to work individually and 60% students like to work in groups while only one student does not like working in groups and 26% students agree to work in groups.

The fifth aspect tried to find out the information about the test preparation. 96% of students agree that their teacher informs before the test is conducted and only one student disagrees with the statement. The second statement, the response shows that 96% of students confirm that their teacher gives worksheets during the test.

The next aspect tried to find out the teacher action in the class when test conducted. It was concluded that the teacher gave guidance before the students did

the test. The last statement in the sixth aspect shows that 88% students agree that their teacher explains the difficult meaning the students did not understand.

The seventh aspect tried to find out the feedback given by the teacher after the test. 96% of the students agree that their teacher discusses the test after the test finishes or gave the answer of the test and only one student disagrees with the statement.

The next aspect tried to find out the theories of assessing young learners. It shows that 100% students agree that the test is fun.

The last aspect is about the task types. It was known that 60% students agree with multiple choices and essay used in the test. The second statement shows the response of the English teacher often gave home work to be scored. The response of the last statement shows that 96% students agree with the statement about the teacher gave task to make something.

2. The test grid

The test grid was the next step after doing the needs analysis. It was written by considering the result of the needs analysis. It was written as a guide to develop tests. The analysis of students' need was used as the guidelines in designing the tests. Besides, there were Standard of Competence and Basic of Competence used in designing the tests. However, due to the appropriateness of the tests and students needs, the researcher developed some tasks that were designed into three themes. The themes selected are *Family*, *Things in the Classroom and School*, and *Clothes*.

The first theme is *Family*. The Basic of Competence covers four basic language skills. In relation to listening skills, the students can respond to the very simple instructions verbally in the class context. In relation to speaking skills, the students can converse to ask for/ give information using the expressions of: thanking, apologizing, forgiving, prohibiting, praising, and inviting. In relation to reading skills, the students can read aloud correctly and appropriately including: words, phrases, and very simple sentences. In relation to writing skills, the students can spell very simple English speech correctly and appropriately with the correct punctuation including very simple words, phrases, and sentences.

The learning materials are divided into four aspects; language function, grammar, vocabulary items, and text. The language functions for theme one are asking for information, giving information, refusing, apologizing, and forgiving. The tense used is simple present tense and its formula is WH Question + to be + subject + ?. The vocabulary items are related to family, for example mom, dad, grandma, grandpa, brother, sister, aunt, uncle, cousin. The text used is a descriptive text.

The test tasks are classified into three aspects; instrument, testing method, and scoring. The instrument consists of four tasks. The first task is listening and matching. The indicator is responding to the instruction by repeating what have been heard correctly. The testing method is observation. The scoring is one point for each correct answer. The second task is doing oral presentation in groups. The indicator to achieve is asking for information using WH questions. The testing method is structured assessment task. The scoring is one point for each correct

answer. The next tasks are looking, reading, writing, and stating whether “Yes” or “No”. The indicator is answering the questions based on the text. The testing method is structured assessment task. The scoring is one point for each correct answer. The last task is making a family tree. The indicator is copying simple sentences for writing skills. The testing method is project. The scoring is two points for each correct answer.

Theme 2 is *Things in the Classroom and School*. The Basic of Competence covers four basic language skills. In relation to listening skills, the students can respond to the very simple instruction verbally in class context. In relation to speaking skills, the students can converse to ask/ give services/things including: asking for help, asking for things, and giving things. In relation to reading skills, the students can read aloud correctly and appropriately including: words, phrases, and very simple sentences. In relation to writing skills, the students can spell very simple English speech correctly and appropriately with the correct punctuation including very simple words, phrases, and sentences.

The learning materials are divided into four aspects; language function, grammar, vocabulary items, and text. The language functions for the second theme are asking for things, giving things, thanking and asking for help. The tense used is simple present tense and its formula is WH Question + to be + subject + verb + object + ?. The vocabulary items are related to things in the classroom and school, for example board, marker, chalk, pencil, pen, pencil sharpener, eraser, book, chair, table, cupboard, broom, door, and window. The text used is a descriptive text.

The test tasks are classified into three aspects; instrument, testing method, and scoring. The instrument consists of four tasks. The first task is listening to and drawing a line. The indicator is to respond to the instruction by mentioning things in the classroom and school. The testing method is structured assessment task. The scoring is one point for each correct answer. The second task is guessing the picture directly. The indicators to achieve are asking for help, asking for things, and giving things. The testing method is structured assessment task. The scoring is one point for each correct answer. The next task is completing a picture based on written passage. The indicator is reading sentences correctly. The testing method is structured assessment task. The scoring is two points for each correct answer. The last task is complete a crossword. The indicator is copying words. The testing method is structured assessment task. The scoring is one point for each correct answer.

The last theme is *Clothes*. The Basic of Competence covers four basic language skills. In relation to listening skills, the students can respond to the instruction by taking action appropriately in class context. In relation to speaking skills, the students can converse to ask for information including thanking, apologizing, prohibition, praising, inviting. In relation to reading skills, the students can read aloud correctly and appropriately including: words, phrases, and very simple sentences. In relation to writing skills, the students can spell very simple English speech correctly and appropriately with the correct punctuation including very simple words, phrases, and sentences.

The learning materials are divided into three aspects; language function, grammar, vocabulary items, and text. The language functions for the last theme are praising, responding to praise, and asking for help. The tense used is the simple present tense and its formula is WH Question + subject. The vocabulary items are related to clothes, for example pants, socks, jacket, T-shirt, cap, shirt, skirt, coat, pajamas, trousers, dress, uniform. The text used is descriptive text.

The test tasks are classified into three aspects; instrument, testing method, and scoring. The instrument consists of four tasks. The first task is listening to the description and putting a tick on the box. The indicator is responding to the instruction by mentioning clothes. The testing method is structured assessment task. The scoring is one point for a correct ticking. The second task is guessing the thing directly. The indicators to achieve are praising, responding to praise, and asking for help. The testing method is structured assessment task. The scoring is one point for a correct answer. The next task is reading, looking, and putting a check or across in the box. The indicator is answering the questions based on the text. The testing method is structured assessment task. The scoring is one point for each correct answer. The last task is sorting and writing. The indicator is copying from the board. The testing method is structured assessment task. The scoring is one point for each correct answer.

3. The design of the test

After the researcher wrote the test grid, the next step was designing the tests. There were three themes used in the design of the tests. The first is *Family*. The second theme is *Things in the Classroom and School* and the last theme is

Clothes. The product of developed assessment consists of teacher's guide, listening script and audio, worksheets, and answer key. They are explained as follows.

The teacher's guide functions as a guide for teacher in conducting the assessment. There are description, assessment criteria, topic, procedure, and assessment of outcome for each skill. It helps the teacher to know the description of the assessment, how the steps in conducting the assessment, and how to give score.

Listening script is a listening material. It functions as a recording of audio in the written form. It is different from audio. Audio is a listening material about how the language spoken or pronounced. Both of them are helpful in listening activities.

The worksheet functions as equipment/paper used by students when doing the test. It consists of test items. The organization of worksheet is name, student's number, date and the questions.

At the end of the assessment designed, the researcher provided an answer key. It functioned as a key of answer from the test. It can be used for teacher to check the students' answer.

4. The first draft of the tests

The first draft of the test was developed referring to the test grid. It includes listening script, pictures for speaking, teacher's guide, and worksheets.

The first draft is provided in Appendix E. The descriptions of each theme of the first draft are presented as follows.

a. The description of the listening test

The listening test consisted of three themes with different tasks in each theme. In the first theme, *Family*, the students are asked to listen to the dialogue and match the pictures in the right side with pictures in the left. There are six questions, with one question as the example. In the second theme, *Things in the Classroom and School*, there are three statements that the students have to listen to the statement then draw a line. Meanwhile in the last theme, *Clothes*, the students are asked to listen to the statements and then put a tick on the box. There are two statements as the questions and five items to be answered with an item as the example. If the students answer the questions correctly, they will get one point for each correct answer. The listening test is also completed with the listening script. It can be seen in Appendix E.

b. The description of the speaking test

In the theme *Family*, the task instructs the students to do oral presentation in their group. They are asked to describe their family members.

The task in theme *Things in the Classroom and School* asks students to work in pairs. Students must guess the name of the pictures. The task is also the same as theme *Clothes*. The items are 10 for *Things in the Classroom and School*, and 6 items for theme *Clothes*. The students will get one point for each correct answer.

c. The description of the reading test

In the reading test, the students will deal with the sentences and paragraphs. It also consisted of three tasks. In the theme *Family*, the students are asked to look at the picture and read the sentences. After that, they should write “Yes” if the statement is correct or “No” if the statement is false. There are 7 items with 2 items as the examples. The next task for theme *Things in the Classroom and School*, the students are asked to read the passage and then draw 5 missing things to complete the picture. The last task is reading the sentence. The students have to pay attention to the picture, and then give a check or a cross in the box. The total of items is 6 items.

d. The description of the writing test

In the writing test, there are also three different tasks. In theme *Family*, the students are asked to make a family tree. A crossword is the task in theme *Things in the Classroom and School*. There are 9 items to be completed. For the theme *Clothes*, the students are asked to arrange the jumbled words into a good sentence which consists of 6 items.

5. The Review of the First Draft by the Experts

After four skills have been designed, the tests were reviewed by the experts. Two experts were asked to review the tests. The revisions were done after the researcher got the feedbacks from the experts. It is presented in table 7.

Table 7. Feedback from the Experts

Aspect	Evaluation	Revision
Layout	The layout of the test tasks is less interesting for children because the design and pictures are plain.	The layout is made more interesting for children in the design of the tasks and pictures supporting the tasks.
Item of the test tasks	The test task items are not enough to measure students' competence.	The test task items are maximized so that the students' competence can be measured accurately.
Instructions	Some instructions must be corrected.	The instructions are made clearer.

The experts reviewed the product which consisted of listening script, teacher's guide, worksheets, and answer key. There are some suggestions related to the listening script, teacher's guide, and worksheets. Meanwhile, there is no suggestion for the answer key. The result of the questionnaires from the experts is presented in Appendix H.

The information about listening script shows that it should be made interesting. The supporting information can be seen as follows.

R: *Menurut ibu, produk saya sudah baik belum?* (What do you think about the product, is it good enough?)

E: *Ini yang bagian listening script mungkin perlu ada judulnya mbak, jadi biar yang baca tau. Kalau ini terlalu plain.* (In this listening script you may add title so the readers know what it is. It looks so plain.)

R: *Judul seperti "Listening script" gitu ya Bu? Lalu untuk yang lain masih kurang apa lagi ya bu?* (What it is like "Listening Script" Mum? Anything else Mum?)

Appendix C (Interview 2)

The teacher's guide functions as a guide to teacher in conducting the test. The procedure in the teacher's guide should be clear in order the teacher is able

to follow the steps correctly. The information about the teacher's guide can be seen as follows.

E: *Coba lihat di teacher's guide. Tulisannya dibuat konsisten ya? Ini kan ada 1.a tapi yang selanjutnya 1b. Trus ini mbak, hurufnya juga ditebalkan. Prosedurnya dibuat instruksi yang lebih singkat saja. Lalu untuk feedbacknya yang mengoreksi temannya atau gurunya?* (Look at the teacher's guide. The writing should be consistent. There is 1.a but the next is 1b. The alphabet should be bold. In the procedure, you should make the instructions shorter. Then, for the feedback, who is correcting the test? Their friends or the teacher?)

R: *Yang mengoreksi temannya, jadi harus ditulis juga ya bu?* (Their friends will correct it. So, do the corrections be written here?)

Appendix C (Interview 2)

Other information about the teacher's guide can be seen from the following quotation.

R: *Menurut ibu, bagaimana dengan produk saya?* (What do you think about this product?)

E: *Teacher's guidenya dibuat tabel aja gimana? Biar lebih mudah mengikuti langkah-langkahnya. Instruksinya juga disamakan ya mbak. Ini ada yang perintah, tapi yang belakangnya cuma statement.* (How if the teacher's guide uses table? So it is easier for us to follow the steps. The instructions should also same as each other. This uses an instruction but the other use statements.)

Appendix C (Interview 3)

Worksheets should be clear so the students understand what they should do. The information about the worksheets can be seen from the following dialogue.

R: *Ada lagi tidak bu?* (Anything else Mum?)

E: *Oh ini, worksheetnya juga perlu dikoreksi lagi. Perintahnya jangan terlalu panjang, tapi dibuat pendek saja dan harus jelas.* (This one. The worksheet should be corrected. The instructions are in the short sentences and should be clear.)

Appendix C (Interview 3)

From the result of the questionnaire and interview to the experts, it can be concluded that the validity of the test is content validity. The content validity of the test covers the aim and the content of the test. From the result of questionnaires, it can be seen that the design of the test has been appropriate with the indicators of the skills, test grid, and material. It also includes face validity related to the layout of the test. The test has covered the use of pictures to support the tasks and Roman alphabet suitable for the children.

6. The Try-out of the Second Draft to the Students

After the first draft of the test was revised into the second draft based on review from the reviewers, the tests were tried-out to the students. The try-out was held on 11 until 22 December 2012. It was done after the students got the final examination. At the end of the try-out, the questionnaires to gain students' responses on the tests were distributed.

a. The Try-out

The first day of the implementation was conducted on 11 December 2012. There were 26 students who attended the class. There were two skills implemented in a day.

The second meeting was conducted on 19 December 2012. There were 26 students who attended in the class. There were two skills implemented in that day. The detail description of the meeting can be seen in the table 8.

Table 8. Description of the implemented tests

No.	Worksheet number	Name of the Tasks
1	2.a	Listen and draw a line
2	-	Guess the picture directly
3	2.b	Read and draw
4	2.c	Complete the crossword below

In task 2.a, the students were provided with the simple dialogue. They were asked to listen to the dialogue, and then draw a line from a picture to another pictures based on the description. The audio repeated twice. After assessing listening was finished, it was followed by assessing speaking. In this task, the students were asked to guess the picture. It is done in pair. One student shows a picture and another student guess the name of the picture.

The next is task 2.b. the students were asked to read a passage and complete a picture based on the passage. In this task, they get one point for a correct answer. The last task is 2.c. The students were asked to complete a crossword. There are pictures to help them completing the crossword.

b. The Evaluation

After the try-out had been conducted, the questionnaire to know the students' responses on the test was distributed. The result of the questionnaire was used to evaluate the test. To support the data from the questionnaire, some students were interviewed. The descriptive statistics of the students' responses is presented as follows.

Table 9. The total score and the mean of the students' response to the third questionnaire

No.	Aspect	Total Score	Mean
1.	Aim of assessment	85	3.4
2.	Content	323	3.23
3.	Methodology	565	3.23

After getting the total score and the mean of data the researcher calculated the ideal mean and ideal standard deviation that were presented in table 9 as follows.

Table 10. The ideal mean and the ideal standard deviation

Number of statement	Aspects		
	Aim of assessment	Content	Methodology
Ideal highest score	4	4	4
Ideal lowest score	3	2	1

Mi: 2.5

SDi: 1.25

From the data of ideal mean and ideal standard deviation, the researcher classified the mean to know the category of each aspect in the assessment designed. The classification results were presented in table 11.

Table 11: Quantitative to qualitative data conversion

Category	Score range	Aspects		
		Aim of assessment	Content	Methodology
Very good	$\bar{X} > Mi + 1.5 Sdi$	$\bar{X} > 4.375$	$\bar{X} > 4.375$	$\bar{X} > 4.375$
Good	$Mi + 0.5 SDi < \bar{X} \leq Mi + 1.5 Sdi$	$3.125 < \bar{X} \leq 4.375$	$3.125 < \bar{X} \leq 4.375$	$3.125 < \bar{X} \leq 4.375$
Fair	$Mi - 0.5 SDi < \bar{X} \leq Mi + 0.5 Sdi$	$1.875 < \bar{X} \leq 3.125$	$1.875 < \bar{X} \leq 3.125$	$1.875 < \bar{X} \leq 3.125$
Poor	$Mi - 1.5, SDi < \bar{X} \leq Mi - 0.5, Sdi$	$0.625 < \bar{X} \leq 1.875$	$0.625 < \bar{X} \leq 1.875$	$0.625 < \bar{X} \leq 1.875$
Very poor	$\bar{X} < Mi - 1.5 Sdi$	$\bar{X} < 0.625$	$\bar{X} < 0.625$	$\bar{X} < 0.625$

From the data conversion table the researcher could categorize the assessment designed into 5 categories. Based on the students score in the third questionnaire, the categories of each aspect in assessment design are presented in table 12.

Table 12. The category of each aspect in tests design

No.	Aspects	Mean	Category
1.	Aim of assessment	3.4	Good
2.	Content	3.23	Good
3.	Methodology	3.23	Good

Based on the table, it can be concluded that the aim of assessment aspect was categorized into good, because the mean was more than 3.125. The content of assessment aspect was categorized into good, because the mean was more than 3.125. The last aspect showed that the methodology of assessment was

categorized into good because the mean more than 3.125. Therefore, it can be concluded that generally the tests were well-designed.

Based on the aim of assessment, the developed test could accomplish its goal to measure four language skills. The test is valid while the activities used in the task are suitable with the skill assessed. The data can be seen below.

R: *Bagaimana pendapat ibu mengenai tes ini? Apakah sudah mengetes semua skill? Dan apakah aktivitas yang ada di tes sudah sesuai dengan skill yang diteskan?* (What do you think about this test? Does it assess all skills? And whether the activities in the test were appropriate with the skill assessed?)

T: *Menurut saya sudah sesuai mbak. Kalau biasanya saya kan cuma tes tertulis saja, kalau ini lain, ada speakingnya, menggambar, menulis, dan mendengarkan.* (I think this test is appropriate. Usually I only have the written test, it is different, there are speaking, drawing, writing, and listening.)

Appendix C (Interview 3)

In term of the content, the questionnaire that was asked to the students is related to the process of the test. It shows that the content is good. It is in line with the following interview transcript.

R: *Bagaimana dik tadi tes nya? Susah tidak? Tadi itu yang di tes sudah pernah diajarkan sama bu guru belum?* (What do you think about the test? Is it easy? Has it been taught by your teacher before?)

S: *Tesnya gampang kak. Iya, sudah pernah diajarkan semua sama bu guru.* (The test is easy. Yes, it has been taught by the teacher)

R: *Tadi pas listening, adik bisa mendengar dengan jelas tidak?* (in listening test, can you listen clearly or not?)

S: *Bisa.* (Yes)

R: *Kalau diulang dua kali seperti tadi, adik bisa mengikuti tidak?* (If it is repeated twice, can you follow?)

S: *kurang banyak ngulangannya.* (need more repetition)

The methodology of assessing young learners is appropriate. The information about the methodology can be seen from the following dialogues.

R: *Tadi tes nya menyenangkan tidak dik?* (Is it fun?)

S: *Iya kak, aku senang pas ngerjain tesnya.* (Yes. I am happy while the test.)

R: *Kalau soalnya gimana? Macam-macam gak?* (How about the questions? Are they varied?)

S: *Iya, tadi ada yang mendengarkan, trus disuruh ngomong, nulis juga ada.* (Yes. There are listening, then speaking, and writing)

R: *Kalau gambarnya membantu kalian pas mengerjakan tidak?* (how about the pictures? Do they help you while the test?)

S: *iya.* (Yes)

R: *Tulisannya gimana? Kurang besar tidak?* (How about the font? Is it small?)

S: *Gak, kalau biasanya kecil-kecil dan gak jelas. Kalau ini besar-besar.* (No, usually they are small and not clear. This is bigger,)

Appendix C (Interview 4)

c. Revision

After the try-out, the evaluation as well as revision towards the test was made based on the feedback. However, there was no suggestion from the teacher and students. They agreed the test has been appropriate and suitable for assessing young learners. Therefore, because there was no changing on the second draft of the test, those design become the final draft of the English test.

7. Evaluation

Based on the result of the questionnaire, the researcher consulted the designed test to the experts to investigate the content validity until the test was considered appropriate to be implemented. The validity of the test was explained above.

The researcher used the Spearman Rank Correlation in order to measure the reliability coefficient among raters. The students' scores of the

test in the implementation could be seen in appendix I. Meanwhile the mean and standard deviation of the implementation are presented in table 13.

Table 13. The result of the students' test in the implementation

Mean	78.8
Median	77
Modus	81
Standard deviation	7.49
% standard deviation to mean	9.50 %

Based on the table 14, it was found that the standard deviation of the students' was 7.49 with the percentage of standard deviation to mean of 9.50 %. The coefficient less than 34.1 % is good. It means that the sample implemented is consistent to be accepted (unbiased).

Moreover, the computation of the inter-rater correlation in the implementation showed that the correlation coefficient were 0.718. It means that there was a high agreement between the researcher and the teacher on the consistency of the test and the score were reliable.

Beside, the reliability of the instrument by using Alpha Cronbach can be concluded that this test is reliable. It has reliability coefficient 0.799. It means that the test is very reliable.

B. Discussion

Based on the data described above, some research findings should be discussed. The discussion of English assessment for the fourth grade

students of elementary school covers four skills. It was designed based on students' needs, students' interest, and students' characteristics. Those research findings are discussed below.

1. Content

This assessment includes various pictures to help students doing the test. It is also completed with the teacher's guide to help the teacher in conducting the test. The content covers and assesses four language skills. Moreover, the instructions are easy to understand in order to help the students do the test well. The teacher agreed that the content of the English assessment is appropriate to assess English skills of young learners for the fourth grade students of elementary school. Based on the students' response, they were challenged in the test because the test has a lot of pictures, and is various, interesting and easy.

2. The design of English assessment

The instructions in the test are clear. They used simple words and short sentences that are easy to understand by the students. The picture quality is also good. Besides, the items of the test are appropriate with the grade of the students. The teacher agreed that the design of this test was clear, understandable and interesting. The experts suggested that the design should be more interesting by adding border in the worksheets.

3. The pictures in assessment

The use of pictures can support the test. It helps the test taker to understand the test. Good quality pictures and instruments attract the

students' attention. The respondents agreed that pictures help to explain the instructions, illustrate the story, guess the name of something, and know the spelling of things or something. The students also agreed that pictures help them in the test.

4. The appropriateness

Based on the product testing, this assessment is appropriate for assessing young learners. The students did the test well. They understood the tasks well so their scores were better than before. The attitudes of the students during the test were also good. It can be seen from their response after the test. They enjoyed doing the test. Moreover, the students did not feel threatening during the test.

From the discussion above, the developed test design has some characteristics which are mentioned below.

1. Providing various kinds of task types

There are various kinds of task types used in this design of English test. They make students challenged when doing the test. Besides, various kinds of task types are able to measure the students' achievement accurately and effectively since it used more than one task types. It facilitated the students who have different abilities. Therefore, if they lack in one task, they will have opportunity to improve in other task.

2. Providing attractive and colorful graphic

Children like to look at colorful graphic. It is able to motivate the students and attract the students' attention. The colorful and attractive graphic are

able to support the test to illustrate the story, guess the name of pictures, and so on.

3. Providing relevant topic

The content of the test is interesting while supporting by a good choice of the topic areas. The topics are relevant to children's lives e.g. school, family, clothes and so on. Since the topics are familiar with the children's live, children are able to understand the vocabulary items easier.

4. Providing simple format with simple instructions

The simple format of the test encourages the students to build their confidence. It is supported by using simple instructions in the test. The students will be able to follow the instructions easier while the instructions are short and clear.

5. Creating fun atmosphere

Children are different from adults. They have different characteristics. Children like fun and cheerful atmosphere. Assessing young learners is also different from assessing adults. Creating fun atmosphere in the test makes them happy.

It can be concluded that this designed assessment is appropriate to be used as an English assessment for the fourth grade students of elementary school. The students consider this assessment fun because it is not scary. Based on the data analysis, this designed assessment was good and feasible to use.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusion

The objectives of the research are to design English assessment for the fourth grade students of elementary school and to find out the characteristics of assessment for young learners. The product is formulated into test grid, teacher's guide, and worksheets. Based on the research, the conclusions are explained as follow:

1. The design of English assessment

The English assessment consists of three units and covers four language skills. The topics are *Family*, *Things in the Classroom and School*, and *Clothes*. Each unit consists of test grid, teacher's guide, worksheets, and key answer. The methods used are; project, observation, and structured assessment.

2. The characteristics of English assessment

The English assessment has the characteristics as presented below.

- a. Providing various kinds of task types
- b. Providing attractive and colorful graphic
- c. Providing relevant topic
- d. Providing simple format with simple instructions

e. Creating fun atmosphere

B. Implication

Based on the result of the study, there are two implications that can be drawn below. The English test is designed based on the need analysis of the class 4 and the English teacher. Moreover, the results of English test after undergoing the tryout are regarded to be appropriate and feasible to be implemented in the English assessment in class 4. The first implication to this fact is that the English assessment can also be used by the English teacher but also the other English teacher who substitute the English teacher.

The research findings show that the characteristics of English test have encouraged enjoyment and described students' achievement. It shows that the children's motivation to the English lesson is higher than before the research. The second implication to this fact is that the teacher should use the English test aspects to assess all of subjects to encourage the children's enjoyment and give information on students' achievement.

C. Suggestions

Related to the conclusion and implication above, some suggestions are presented below.

1. To the English teacher

The English teacher should be creative in conducting assessment. Using various types of assessment is helpful to describe the students' ability. Moreover, creating fun atmosphere during the test makes them relaxed during the test.

2. To the other researchers

The researcher hope that this designed English assessment can be used for other researcher as input for the same study. Besides, the design of English assessment can be developed to be more creative.

3. To the students of English Education Department

Assessing young learners is different from assessing adult; therefore in designing a test the students of English department should consider the characteristics of young learners.

4. To other English teachers

Other English teachers are expected to create various types of assessment in assessing their students. It is not only to measure the students' achievement but also makes them feel relax during the test.

5. To test developers.

The test developers are expected to create test which is not monotonous and stressful. Consider young learners have special characteristics different from adult, therefore the test developers need to create fun and varied test.

6. To decision makers.

The researcher hopes that the decision makers are able to provide an English test which is suitable for young learners. A test should encourage their motivation in learning English.

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Longman

APPENDICES

APPENDIX A

RESEARCH INSTRUMENTS

- Interview Guideline (Need Analysis)
 - Questionnaires

Interview Guideline (Need Analysis)

Nama Guru : Nafiah, Amd

Kelas : IV

Pertanyaan:

1. Kapan penilaian bahasa Inggris dilakukan? Apakah diakhir setiap unit?
Ketika KBM? Atau diakhir semester?
2. Penilaian bahasa Inggris seperti apa yang anda lakukan? Metode penilaian yang digunakan apa? Apakah masih menggunakan traditional method?
3. Mengapa menggunakan metode itu?
4. Apakah siswa senang dalam mengerjakan tes?
5. Bagaimana hasilnya?
6. Penilaian yang dilakukan apakah sudah sesuai dengan yang diajarkan dikelas?
7. Adakah kendala dalam melakukan penilaian?
8. Apakah sudah pernah menggunakan metode lain?

The Blue Print of the Questionnaires

Designing English Test for the Fourth Grade Students of Elementary Schools

No.	Factors	Components	References
1.	Students' characteristics	a. Age group b. Level	Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
2.	The aims of the assessment tasks	a. SKL b. Skills	Depdiknas.2008. <i>Pedoman Pembelajaran Bahasa Inggris Bahasa Inggris di Sekolah Dasar</i> . Jakarta: Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
3.	Content	a. Materials b. Preparation c. In class d. Feedback e. Follow up	Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
4.	Methodology	a. Theories of assessing young language learners b. Task types	Hutchinson, Tom and Waters, Alan.1987. <i>English for Specific Purposes</i> .Cambridge: University Press Brewster, Jean and Ellis, Gail.1992. <i>The Primary English Teacher's Guide</i> .London: Penguin

ANGKET UNTUK SISWA

Hallo adik-adik...

Nama kakak Tiya. Kakak adalah mahasiswa Bahasa Inggris UNY. Pada kesempatan kali ini kakak meminta kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut ini. Angket ini digunakan untuk mengetahui gambaran umum dan kebutuhan belajar adik-adik dalam belajar Bahasa Inggris di kelas 4.

Berdasarkan hasil angket ini, kakak akan membantu kalian belajar bahasa Inggris. Angket ini bukan untuk mengetes atau menilai adik-adik tetapi untuk mencari gambaran tentang penilaian pembelajaran yang sesuai. Angket ini dijamin tidak akan mempengaruhi nilai adik-adik sehingga adik-adik diminta untuk memberikan jawaban yang sesuai dengan kondisi adik-adik dan tidak khawatir dalam menjawab.

Sebelum mengisi angket ini, bacalah petunjuk pengisiannya terlebih dahulu. Bila ada yang tidak kalian mengerti, silakan bertanya pada kakak.

Atas bantuan adik-adik mengisi angket ini, kakak ucapkan terimakasih.

Tiya Haryani

SELAMAT MENGERJAKAN

ANGKET UNTUK SISWA

A. Data Siswa

Tulislah nama adik pada tempat yang tersedia di bawah ini!



Namaku :

Umur : tahun

Jenis Kelamin: Laki-laki / Perempuan

B. Petunjuk Pengisian

Berilah tanda cek (✓) pada kotak yang sesuai dengan pilihanmu.

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

Contoh:

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Aku suka pelajaran Bahasa Inggris.	✓			

Berilah tanda cek (✓) pada kotak yang sesuai dengan pilihanmu.

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Aku suka pelajaran Bahasa Inggris.				
2.	Aku belajar bahasa Inggris mulai kelas 4.				
3.	Aku mengerti beberapa ucapan dalam bahasa Inggris (Hello, thank you, good morning)				

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
4.	Aku mengetahui beberapa nama-nama benda dalam Bahasa Inggris. (animal, clothes, colour)				
5.	Aku bisa melakukan tindakan sesuai perintah guru dalam bahasa Inggris.				
6.	Aku dapat menirukan ucapan guru dalam bahasa Inggris.				
7.	Aku dapat mengucapkan beberapa kata berbahasa Inggris.				
8.	Aku bisa membaca tulisan berbahasa Inggris yang ada di sekitarku (birthday card).				
9.	Aku bisa menulis beberapa kata dalam bahasa Inggris.				
10.	Aku suka bekerja secara berkelompok.				
11.	Aku suka bekerja secara individu.				
12.	Ibu guru bahasa Inggris selalu memberitahukan ketika akan ada ulangan/penilaian bahasa Inggris.				
13.	Ibu guru bahasa Inggris memberikan lembar kerja ketika ulangan.				
14.	Ibu guru bahasa Inggris selalu memberikan panduan sebelum mengerjakan soal.				
15.	Ibu guru bahasa Inggris memberitahu maksud dari perintah soal bahasa Inggris yang tidak dimengerti.				

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
16.	Setelah ulangan, ibu guru bahasa Inggris membahas stau memberikan jawaban soal ulangan.				
17.	Ulangan yang diberikan Ibu guru bahasa Inggris menyenangkan.				
18.	Ibu guru bahasa Inggris menggunakan soal pilihan ganda dan esei ketika ulangan.				
19.	Ibu guru bahassa Inggris sering memberikan PR untuk dinilai				
20.	Ibu guru bahasa Inggris memeberikan tugas membuat sesuatu untuk dinilai.				

➤ Jenis penilaian seperti apa yang adik inginkan untuk pelajaran bahasa Inggris?

- Membuat kliping kumpulan tugas
- Membuat sesuatu (surat, mainan)
- Kuis bahasa Inggris
- Mengerjakan soal
- Menulis cerita dalam bahasa Inggris
- Bermain drama/peran
- Wawancara
- Membuat komik
- Lain-lain, sebutkan



The Blue Print of the Questionnaire for Evaluation
(Administered to Respondents)

No	Purpose of the questions	Part	Question Number	References
1.	To find some information about respondents' profile	A	1, 2, 3, 4	Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
2.	To find some information to evaluate the aims of the assessment tasks designed and the rationale whether they are relevant with the learners' characteristics or not.	B	5, 6, 7, 8, 9	Depdiknas.2008. <i>Pedoman Pembelajaran Bahasa Inggris Bahasa Inggris di Sekolah Dasar</i> . Jakarta: Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
3.	To find some information to evaluate the content of the assessment tasks.	B	10, 11, 12, 13, 14, 15, 16	Pavlou, Pavlos & Ioannou-Georgiou, Sophie.2003. <i>Assessing Young Learners</i> .Oxford:University Press.
4.	To find some information to evaluate the methodology used in assessing young learners.	B	17, 18, 19, 20	Hutchinson, Tom and Waters, Alan.1987. <i>English for Specific Purposes</i> .Cambridge: University Press Brewster, Jean and Ellis, Gail.1992. <i>The Primary English Teacher's Guide</i> .London: Penguin

ANGKET UNTUK SISWA

A. Data Siswa

Tuliskan nama adik pada tempat yang tersedia di bawah ini!



Namaku :

Umur : tahun

Jenis Kelamin: Laki-laki / Perempuan

B. Petunjuk Pengisian

Berilah tanda centang (✓) pada kotak yang sesuai dengan pendapatmu.

Perhatikan contoh pengisian.

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

Contoh:

NO	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Aku senang belajar Bahasa Inggris		✓		

Berilah tanda centang (✓) pada kotak yang sesuai dengan pendapatmu.

No	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Tes ini mengukur kemampuan bahasa Inggris yang sudah aku pelajari.				
2.	Tes ini mengukur kemampuan mendengarkan.				

3.	Tes ini mengukur kemampuan berbicara dalam bahasa Inggris.				
4.	Tes ini mengukur kemampuan membaca dan memahami bacaan berbahasa Inggris.				
5.	Tes ini mengukur kemampuan menulis dalam bahasa Inggris.				
6.	Soal tes tidak terlalu sulit.				
7.	Perintah dalam tes ini sudah jelas.				
8.	Tes ini menyenangkan.				
9.	Soal dalam tes ini bermacam-macam.				
10.	Aku suka dengan kegiatan-kegiatan dalam tes.				
11.	Aku senang dengan gambar-gambar yang ada di tes ini.				
12.	Gambar dalam tes membantuku dalam mengerjakan.				

C. Jawablah pertanyaan-pertanyaan berikut ini!

1. Bagaimana pendapat adik-adik tentang tes ini? Apakah adik-adik senang ketika mengerjakan tes ini?

.....

2. Menurut adik-adik, soal manakah yang paling susah?

.....

3. Apakah ada yang kurang dalam tes ini?

.....

Kepada: Yth. Responden

Di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris. Pada saat ini saya sedang melakukan penelitian dengan judul “**Designing Assessment Tasks for the Fourth Grade Students of MI Ma’had Islami**”. Penelitian ini bertujuan untuk merancang penilaian di MI Ma’had Islami sehingga penilaian dapat mengukur kemampuan siswa yang sesungguhnya.

Untuk itu saya meminta bantuan Bapak/ Ibu/ Saudara untuk mengevaluasi test tasks untuk kelas empat di MI Mahad Islami yang telah saya rencanakan. Panduan pengevaluasian tercantum pada pernyataan yang ada dalam kuesioner berikut ini.

Atas ketersediaannya, saya ucapkan terimakasih.

Yogyakarta, 14 November 2012

Peneliti

Tiya Haryani

NIM 07202241035

LEMBAR EVALUASI

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian test tasks dalam penelitian yang berjudul “Designing Assessment Tasks for the Fourth Grade Students of MI Mahad Islami”

A. Data Responden

- Nama :
- Usia :
- JenisKelamin :
- Pendidikan :
 - () Mahasiswa D3
 - () Lulusan D3
 - () Mahasiswa S1
 - () Lulusan S1
 - () Mahasiswa S2
 - () Lulusan S2
- Institusi :
- Lama Mengajar :
 - () 0-5 tahun
 - () 5-10 tahun
 - () > 10 tahun

B. Evaluasi Test Tasks

Sebelum Bapak/ Ibu/ Saudara memberikan tanggapan dan evaluasi terhadap test tasks yang telah peneliti rencanakan, mohon Bapak/ Ibu/ Saudara untuk membaca pernyataan-pernyataan dalam table dengan teliti setelah itu beri tanda check list (√) pada kolom.

No	Tanda	Keterangan
1.	SS	Jika Bapak/ Ibu/ Saudara sangat setuju dengan pernyataan yang ada
2.	S	Jika Bapak/ Ibu/ Saudara setuju dengan pernyataan yang ada
3.	TS	Jika Bapak/ Ibu/ Saudara tidak setuju dengan pernyataan yang ada
4.	STS	Jika Bapak/ Ibu/ Saudara sangat tidak setuju dengan pernyataan yang ada

Contoh:

No.	Pernyataan	SS	S	TS	STS
1.	Test Tasks yang direncanakan sudah sesuai dengan SKL (Standar Kompetensi Lulusan).	√			

No	Pernyataan	SS	S	TS	STS
1.	Test tasks yang direncanakan sudah sesuai dengan SKL.				
2.	Test tasks yang direncanakan berdasarkan course grid yang telah disusun				
3.	Test tasks yang direncanakan sudah mengakomodasi aspek keterampilan Listening, Speaking, Reading dan Writing.				
4.	Test tasks yang direncanakan membantu siswa dalam pencapaian hasil belajar secara maksimal.				
5.	Test tasks yang direncanakan mengukur kemampuan mendengarkan siswa dalam bahasa Inggris.				
6.	Test tasks yang direncanakan mengukur kemampuan berbicara siswa dalam bahasa Inggris.				
7.	Test task yang direncanakan mengukur kemampuan membaca siswa dalam bahasa Inggris.				
8.	Test task yang direncanakan mengukur kemampuan menulis siswa dalam bahasa Inggris.				
9.	Materi dalam test tasks sesuai dengan materi dalam kisi-kisi KTSP.				
10.	Pengerjaan test tasks secara individu dan atau berkelompok sudah sesuai.				
11..	Pemberian contoh dalam pengerjaan test tasks sudah sesuai.				
12.	Penjelasan dalam prosedur tes tasks untuk guru sudah sesuai.				
13.	Feedback perlu dilakukan setelah selesai pengerjaan test				

	tasks.				
14.	Test tasks yang direncanakan bisa dikembangkan dengan membuat pertanyaan yang lebih bervariasi.				
15.	Layout test tasks sudah menarik.				
16.	Perintah dalam test tasks jelas dan mudah dipahami.				
17.	Jumlah pertanyaan dalam test tasks sudah cukup.				
18.	Kegiatan-kegiatan dalam test tasks sudah cukup bervariasi.				
19.	Test tasks mudah dikerjakan.				
20.	Kegiatan-kegiatan dalam test tasks mengukur kemampuan siswa.				

C. Jawablah pertanyaan-pertanyaan berikut ini!

1. Bagaimana pendapat Bapak/ Ibu/ Saudara tentang test tasks yang sudah direncanakan?

.....
.....
.....

2. Menurut Bapak/ Ibu/ Saudara, apakah kekurangan dalam test tasks yang sudah direncanakan?

.....
.....
.....

3. Apakah saran Bapak/ Ibu/ Saudara untuk memperbaiki test tasks yang sudah direncanakan?

.....
.....
.....

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawahini:

Nama :

NIP :

Institusi :

Bidang Keahlian :

Menyatakan bahwa aktivitas hasil pengembangan dari skripsi yang berjudul
**“Designing English Assessment Tasks for the Fourth Grade Students of
Elementary School”** dari mahasiswa:

Nama :

NIM :

Telah (siap / belum siap) digunakan untuk kegiatan penilaian Bahasa Inggris
dengan menambahkan beberapa saran sebagai berikut:

1.
2.
3.
4.

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana
mestinya.

Yogyakarta,

..... 2012

Evaluator

.....

NIP

APPENDIX B

Data of the Children

Data of the Children

No.	Nama
1	E Yunianta
2	Andik Kurniawan
3	Aqilah Syahidah
4	Asqina Salsabila
5	Cholifah Karlisnawati
6	Esni Rostalina
7	Indra K
8	M. Lathiif B.
9	Rosyid
10	M. Tegar
11	M. Zaky Fairuza
12	Miftakhul Jannah
13	Nida Latifatul
14	Rama
15	Salsa Mustika Sari
16	Desthi Alfidia Faiyun
17	Khoirunisa Pingkan M.
18	Rizal Yudha Pratama
19	Nadira Jidda
20	M. Farhan Luqmanul H.
21	Hafid Mumtaz
22	Alphin
23	Agnes Vincentya
24	N Fajri Ibrahim
25	Dimas M. Daffa
26	Elvina Aisyah Salsabila

APPENDIX C

Interview

Transcript

Interview Transcript

Interview 1 (Need Analysis)

Hari, tanggal : Selasa, 26 Juli 2012

Waktu : 09.30

Tempat : MI Ma'hadIslamy

Narasumber : Ibu Nafiah, Amd.

R : Assalamua'alaikum...

T: Wa'alaikumsalam...

R: Saya Tiya bu, dari jurusan Pendidikan Bahasa Inggris UNY. Niat kedatangan saya kemari untuk mengetahui mengenai penilaian bahasa Inggris yang ada disekolah ini. Maaf, ini dengan ibu siapa nggih?

T: Saya Bu Nafiah.

R: Ibu dulunya lulusan mana?

T: Dalem. Saya itu dari IKIP Semarang.

R: Sudah mengajar bahasa Inggris selama berapa tahun bu?

T: Oh saya baru dua tahun. Sebenarnya itu lulusnya udah lama cuma kan gak ngajar.

R: Itu S1 atau D3?

T: D3

R: Biasanya kalau penilaian dilakukan pada saat pelajaran, di akhir unit atau ada waktu khusus bu?

T: Kalau pada saat pelajaran tidak dinilai, biasanya cuma untuk mengetahui keaktifan anak. Trus ya nanti tergantung kalau misal pas pelajaran reading untuk mengetahui keaktifan anak dalam menanggapi pelajaran.

R: Untuk penilaian diakhir bab atau unit, biasanya dalam bentuk apa bu?

T: Kalau diakhir unit biasanya ulangan harian.

R: Berarti bentuknya multiple choices?

T: Ada multiple choices ada esei.

R: Kalau untuk penilaian listening dan speaking bagaimana bu?

T: Listening sama speaking biasanya itu sambil lalu saja saya menilainya.

R: Ibu sudah pernah mencoba menggunakan penilaian jenis lain belum? selain multiple choices.

T: Belum pernah mbak.

R: Lalu bagaimana dengan hasil yang dicapai siswa bu? Apa sudah masuk KKM semua?

T: Masih banyak yang di bawah KKM.

R: Sebenarnya emang karena anaknya tidak mengerti bahasa Inggris atau ada faktor lain?

T: Sebagian memang karena mereka malas belajar. Dirumah tidak pernah diulang lagi pelajarannya. Dikelas juga tidak memperhatikan malah kadang menirukan yang di pleset-lesetin kata kaya gitu lho mbak.

R: Untuk penilaian sendiri kesulitan yang dihadapi apa bu?

T: Kalau penilaian sendiri ada, kadang kita susah memberikan nilai karena nilai yang sebenarnya jelek sekali.

R: Lalu solusinya bagaimana bu?

T: Ya saya integralkan saja biar sedikit terbantu nilainya.

R: Oh begitu ya..baik, terimakasih banyak untuk infornya ya Bu. Kalau begitu saya pamit dulu. Assalamu'alaikum.

T: Iya mbak sama-sama. Wa'alakumsalam.

Interview 2

Hari/tanggal : Jum'at, 16 November 2012

Waktu : 10.00

R: *Menurut ibu, produk saya sudah baik belum?* (What do you think about the product, is it good enough?)

E: *Ini yang bagian listening script mungkin perlu ada judulnya mbak, jadi biar yang baca tau. Kalau ini terlalu plain.* (In this listening script you may add title so the readers know what it is. It looks so plain.)

R: *Judul seperti "Listening script" gitu ya Bu? Lalu untuk yang lain masih kurang apa lagi ya bu?* (What it is like "Listening Script" Mum? Anything else Mum?)

E: *Coba lihat di teacher's guide. Tulisannya dibuat konsisten ya? Ini kan ada 1.a tapi yang selanjutnya 1b. Trus ini mbak, hurufnya juga ditebalkan. Prosedurnya dibuat instruksi yang lebih singkat saja. Lalu untuk feedbacknya yang mengoreksi temannya atau gurunya?* (Look at the teacher's guide. The writing should be consistent. There is 1.a but the next is 1b. The alphabet should be bold. In the procedure, you should make the instructions shorter. Then, for the feedback, who is correcting the test? Their friends or the teacher?)

R: *Yang mengoreksi temannya, jadi harus ditulis juga ya bu?* (Their friends will correct it. So, do the corrections be written here?)

Interview 3

Hari/tanggal : Selasa, 11 Desember 2013

Waktu : 09.30

R: Menurut ibu, bagaimana dengan produk saya? (What do you think about this product?)

E: *Teacher's guidenya dibuat tabel aja gimana? Biar lebih mudah mengikuti langkah-langkahnya. Instruksinya juga disamakan ya mbak. Ini ada yang perintah, tapi yang belakangnya cuma statement.* (How if the teacher's guide uses table? So it is easier for us to follow the steps. The instructions should also same as each other. This uses an instruction but the other use statements.)

R: *Ada lagi tidak bu?* (Anything else Mum?)

E: *Oh ini, worksheetnya juga perlu dikoreksi lagi. Perintahnya jangan terlalu panjang, tapi dibuat pendek saja dan harus jelas.* (This one. The worksheet should be corrected. The instructions are in the short sentences and should be clear.)

Interview 4

Hari/tanggal : Senin, 24 Desember 2012

Waktu : 11.00

R: *Tadi tes nya menyenangkan tidak dik?* (Is it fun?)

S: *Iya kak, aku senang pas ngerjain tesnya.* (Yes. I am happy while the test.)

R: *Kalau soalnya gimana? Macam-macam gak?* (How about the questions? Are there varied?)

S: *Iya, tadi ada yang mendengarkan, trus disuruh ngomong, nulis juga ada.* (Yes. There are listening, then speaking, and writing)

R: *Kalau gambarnya membantu kalian pas mengerjakan tidak?* (how about the pictures? Are their help you while the test?)

S: *iya.* (Yes)

R: *Tulisannya gimana? Kurang besar tidak?* (How about the font? Is it small?)

S: *Gak, kalau biasanya kecil-kecil dan gak jelas. Kalau ini besar-besar.* (No, usually they are small and not clear. This is bigger,)

APPENDIX D

The test grid

Test Grid of English Assessment for the Fourth Grade Students of MI Ma'had Islami Yogyakarta

Theme	Basic Competence	Indicators	Learning Materials				Assessment Tasks		
			Language function	Grammar	Vocabularies	Text	Instrument	Testing method	Scoring
Family	<p>Listening Responding to the very simple instruction verbally in class context.</p> <p>Speaking Discoursing to ask/ give information including thanking, apologizing, forgiving, prohibiting, praising and inviting</p> <p>Reading Reading aloud correctly and appropriately including words, phrases, and very simple sentences.</p> <p>Writing Spelling very simple English speech correctly and appropriately with the correct punctuation including very simple words, phrases, and sentences.</p>	<p>1. Students can respond to the instruction by repeating what have been heard correctly.</p> <p>2. Students can ask for information using WH questions.</p> <p>3. Students can answer the questions based on the text.</p> <p>4. Students can copy simple sentences.</p>	<p>Asking for information: - Who is number 1? Giving information: - He is in the kitchen. Refusing: - I'm sorry. Apologizing: - I'm sorry. Forgiving: - It's alright.</p>	<p>WH, Q + to be + S + ?</p>	<p>Family: mom, dad, grandma, grandpa, brother, sister, aunt, uncle, cousin.</p>	<p>Descriptive text</p>	<p>1. Listen and match. 2. Do the oral presentation in your group. 3. Look and read. 4. Make a family tree.</p>	<p>1. Observation 2. Structured assessment task 3. Structured assessment task 4. Project</p>	<p>1. one point for a correct answer 2. one point for a correct answer 3. one point for a correct answer 4. two points for each correct answer</p>
Things in the classroom and school	<p>Listening Responding to the very simple instruction verbally</p>	<p>1. Students can respond to the instruction by mentioning</p>	<p>Asking for things: - May I have the pencil,</p>	<p>QW + S + V + O + ?</p>	<p>Things in the classroom and school: Board, marker,</p>	<p>Descriptive text</p>	<p>1. Listen and draw a line 2. Guess the picture</p>	<p>1. Structured assessment task 2. Structured</p>	<p>1. one point for a correct answer 2. one point for</p>

APPENDIX E

The First Draft

Listening Script

Theme: Family

Listen and match.

1. A: What is Mom doing?
B : She is cooking in the kitchen.

2. A : What are grandpa and Ahmad doing?
B : They are watching TV.

3. A : What is dad doing?
B : He is reading a newspaper.

4. A: What is sister doing?
B : She is doing homework.

5. A: What is uncle doing?
B : He is washing his motorcycle.

6. A: What is aunt doing?
B : She is watering the plant.

Theme: Things in the classroom and school

Listen and draw a line.

1. My classroom has a desk, a chair, a clock, a blackboard, a broom and a cupboard.
2. There are a pen, a ruler, a pencil, and an eraser on the table.
3. Those are a book, a pencil, a pen, and a ruler in the bag.

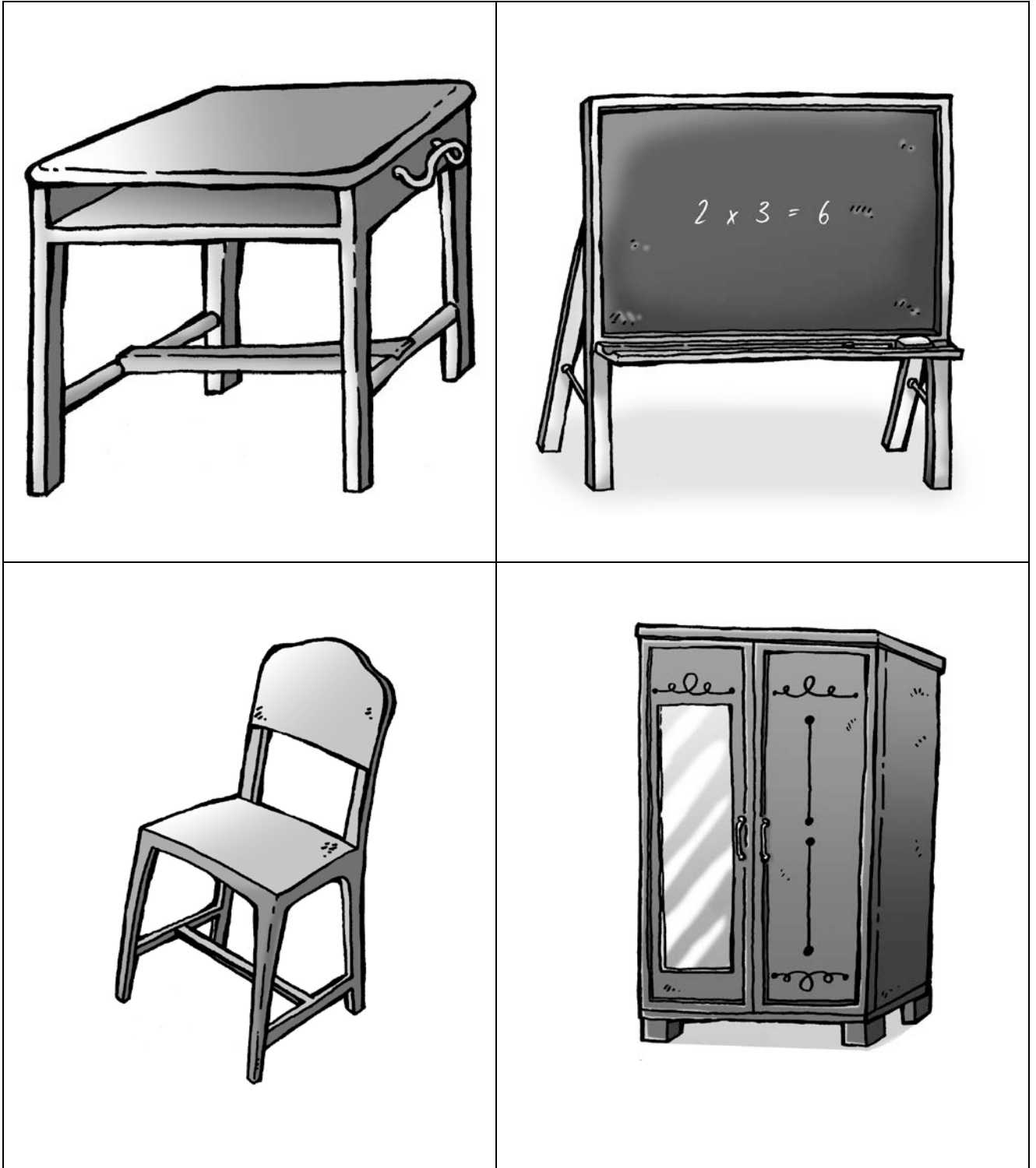
Theme: Clothes

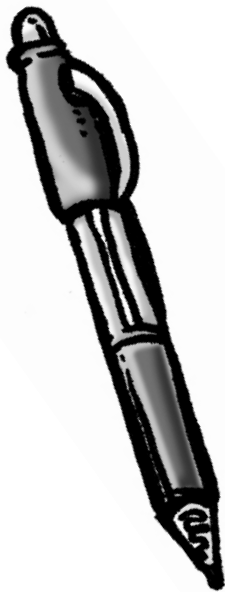
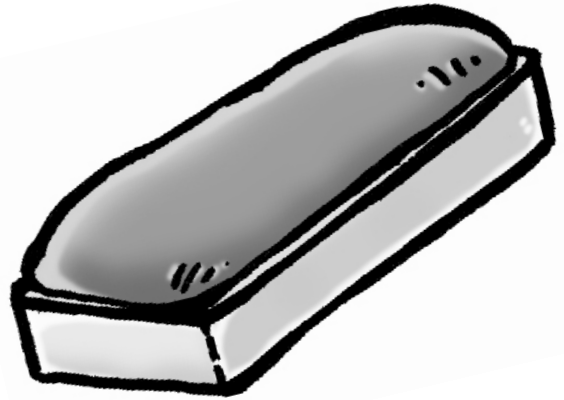
Listen and tick.

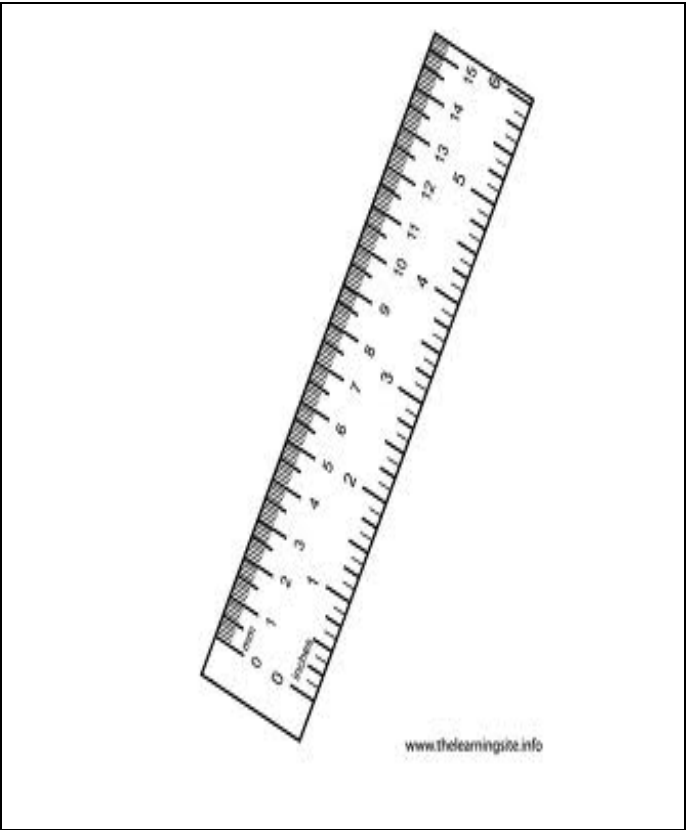
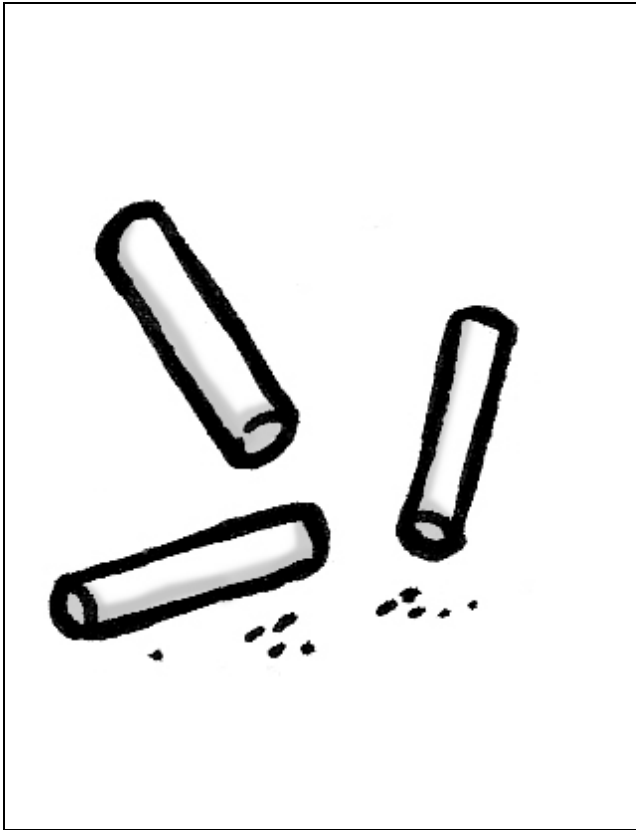
1. Alex wears a T-shirt, a hat, trousers, a scarf, shoes and a bag.
2. Mother buys a dress, a skirt, pyjamas, a coat, and a shirt.

Pictures for Assessing Speaking

Theme: Things in the Classroom and School

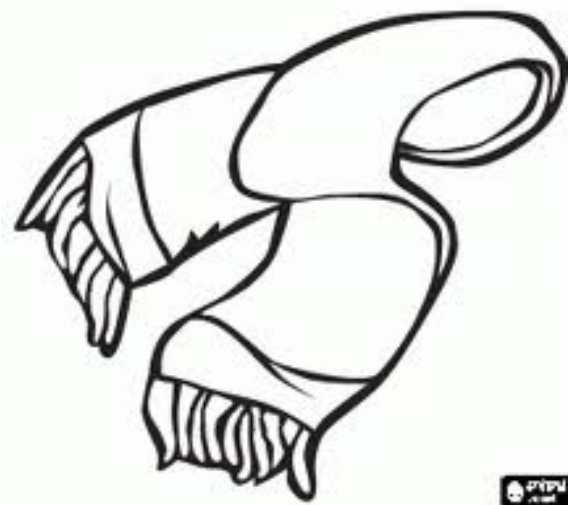






Theme: Clothes





Test Tasks for the 4th Grade Students of Elementary School

Theme: Family

Listening

Description	The children match the pictures of family members based on the dialogues.
Assessment criteria	The children should be able to recognize words related to family vocabulary.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give worksheet 1 to the children.2. Tell the children that they will listen to dialogues and they have to match pictures based on the dialogues.3. Ask children to study the example for about 3 minutes.4. Read the script and give a minute for children to answer.5. Read the script again and give a minute for children to make sure their answer.6. Do the same for no. 2 and etc.7. When they are finished, ask them to exchange their works with their classmate for checking.8. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Description	The children do the oral presentation in their group.
Assessment criteria	The children should be able to recognize family members.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Ask children to make a group of 4.2. Give an example of presenting family members (show up the family photo and then mention the name of family member by pointing his/her photo)3. Ask the children if they have any question.4. When they are ready, ask children to do the oral presentation in their group by showing up their family photo.
Assessment of outcome	Use the speaking task report to assess the children.

Reading

Description	The children read the sentences and look at the picture and then circle 😊 ☹️
Assessment criteria	The children should be able to comprehend sentences.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give out worksheet 1b to each child.2. Ask children to look at the picture, and then read the sentences.3. If the sentence is true, they should circle 😊 , and if the sentence is false, they should circle ☹️ .4. When they are finished, ask them to exchange their

	works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Writing

Description	The children make his or her family tree.
Assessment criteria	The children should be able to place the correct figures in a family tree.
Topic	Family
Procedures	<ol style="list-style-type: none"> 1. Give outpaper to children. 2. Tell the children that they should make his/her family tree by ticking photos of their family on the paper and write the name of family members under the photo. 3. Collect their family tree for checking.
Assessment of outcome	Two points for each correct answer.

Theme: Things in the Classroom and School

Listening

Description	The children draw a line from a picture to another picture based on the description.
Assessment criteria	The children should be able to identify vocabulary in spoken text and recognize things in the classroom and school.

Topic	Things in the classroom and school
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 2a to children. 2. Tell the children that they will listen to three descriptions and have to match what they listen to. The descriptions will be repeated twice. 3. Read a description and give two minutes for children to answer. 4. Read the story again. 5. Do the same for the next descriptions. 6. When they are finished, ask them to exchange their works with their classmate for checking. 7. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Guess the pictures directly.

Description	The children guess the pictures.
Assessment criteria	The children should be able to name the things on pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none"> 1. Show a picture and ask children to name the picture and tell children to mention orally. Example: T: (Show a picture of ruler.) What is it? S1: Ruler T: Is it a ruler? S1: Yes T: Right. It is a ruler.

	<ol style="list-style-type: none"> 2. Do the same for the next picture. 3. Do the same for all children, and repeat two or three times until they understand. 4. Grouping children in pair and ask them to do the same as the example before.
Assessment of outcome	One point for a correct answer.

Reading

Complete the picture based on the written passage.

Description	The children complete a picture based on a written passage.
Assessment criteria	The children should be able to comprehend a short written passage in detail.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 2b. 2. Ask the children to read the passage and draw five things missing from the picture. 3. Give 15 minutes for children to finish their answer. 4. Ask children to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	Two points for a correct addition

Writing

Complete a crossword below.

Description	The children complete the crossword.
Assessment criteria	The children should be able to recognize the pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none">1. Give out worksheet 2c.2. Tell children to complete the crossword by writing the words correctly.3. Collect their answers for checking.
Assessment of outcome	One point for a correct answer.

Theme: Clothes

Listening

Listen to a story and tick items on the box.

Description	The children listen to a story and tick items on the box.
Assessment criteria	The children should be able to recognize words related to clothes.
Topic	Clothes
Procedures	<ol style="list-style-type: none">1. Give out worksheet 3a to children.2. Explain to children that they are going to listen to descriptions. They have to tick items on the simple chart according to what they listen to.3. Tell the story slowly and give time to children to answer.4. Tell the story again for the children to check or

	<p>complete their works.</p> <p>5. When they are finished, ask them to exchange their works with their classmate for checking.</p> <p>6. Do the checking together with the teacher.</p>
Assessment of outcome	One point for a correct ticking.

Speaking

Description	The children guess the things.
Assessment criteria	The children should be able to guess words related to clothes vocabulary.
Topic	Clothes
Procedures	<p>1. Show a picture and ask the children to name the picture and tell children to mention orally.</p> <p>2. Give time for children to name the picture. If the answer is false, give chance for others to answer.</p> <p>3. Do the same for the next pictures.</p>
Assessment of outcome	One point for a correct guessing.

Reading

Description	The children read the sentences, look at the pictures, and put a check or a cross in the box.
Assessment criteria	The children should be able to comprehend sentences and pictures.
Topic	Clothes.

Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 3b for each children 2. Tell children to read the sentences, look at the pictures and then put a check if the sentence is correct or a cross if the sentence is false. 3. When they are finished, ask them to exchange their works with their classmate for checking. 4. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Writing

Description	The children arrange the jumble words into a good sentence.
Assessment criteria	The children should be able to arrange the jumble words into a good sentence.
Topic	Clothes
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet3c. 2. Tell children to arrange the jumble words into a good sentence. 3. Give time for children to finish their work. 4. When they are finished, ask them to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Worksheet 1a

Name : _____ Student's number : _____ Date: _____

Listen and match. Number 1 is done for you.



mom



grandpa and Ahmad



dad



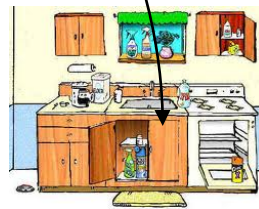
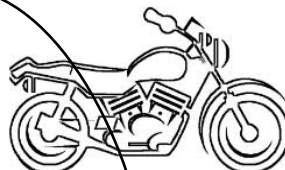
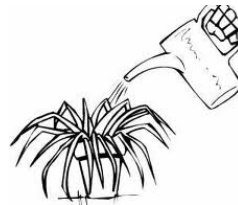
sister



uncle



aunt



Worksheet 1b

Name : _____ Student's number : _____ Date: _____

Look and read. Write *Yes* or *No*.

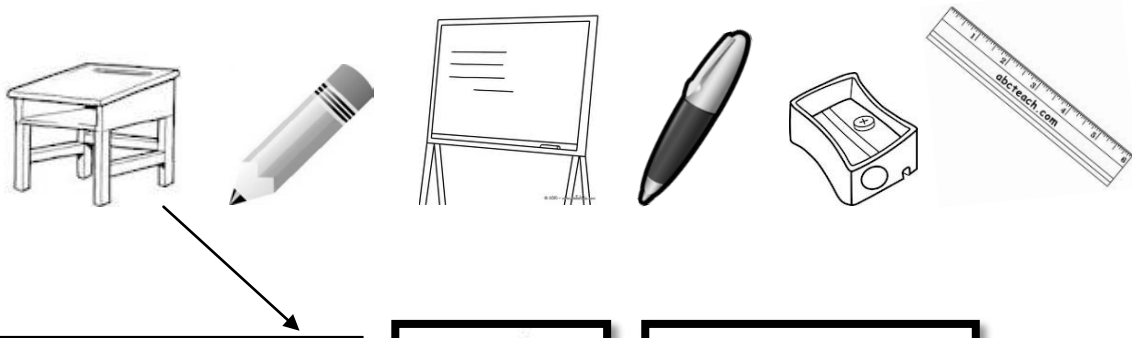


- | | | |
|----|--------------------------------------|------------|
| 1. | The family is in the dining room. | <u>Yes</u> |
| 2. | Mother is reading a newspaper. | <u>No</u> |
| 3. | Sister is playing a computer game. | _____ |
| 4. | Father is watching TV. | _____ |
| 5. | Grand mother is calling her friend. | _____ |
| 6. | Grandfather is sleeping on the sofa. | _____ |
| 7. | Brother is playing with a puzzle. | _____ |

Worksheet 2a

Name : _____ Student's number : _____ Date: _____

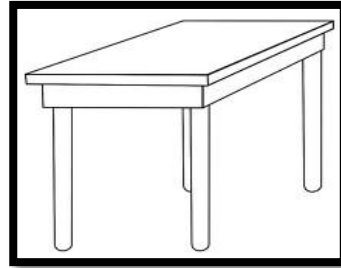
Listen and draw a line. No. 1 is the example.



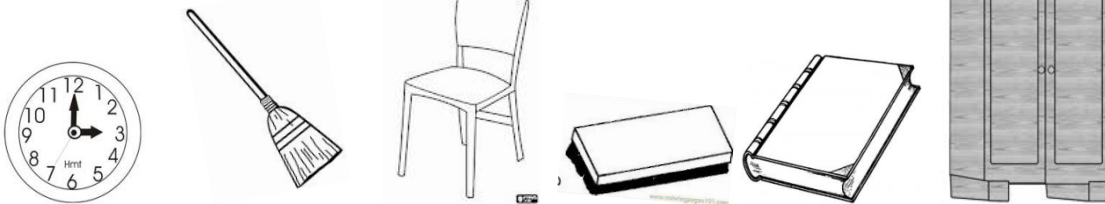
A classroom



Lala



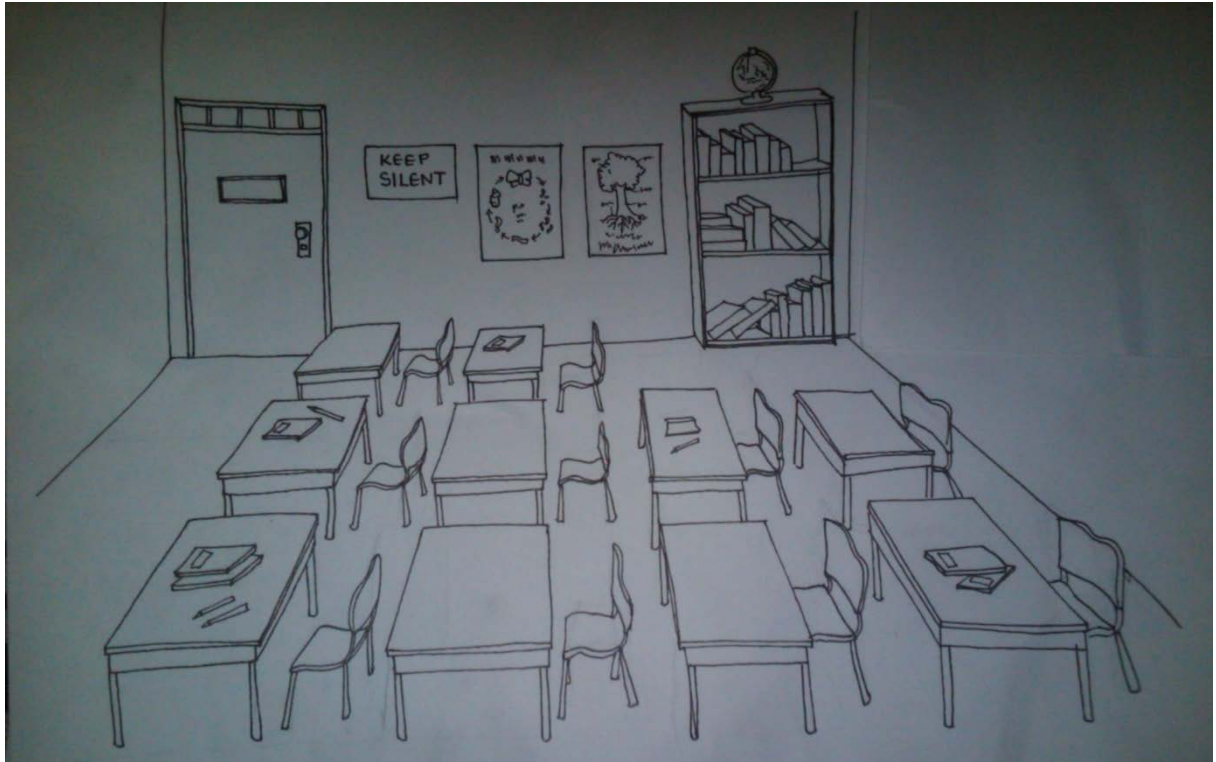
A Table



Worksheet 2b

Name : _____ Student's number : _____ Date: _____

Read and draw.



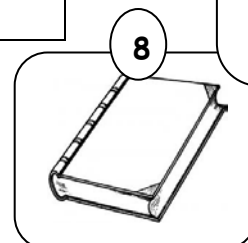
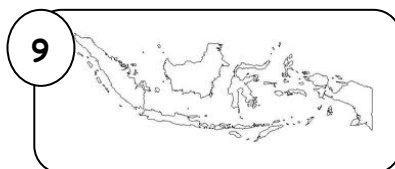
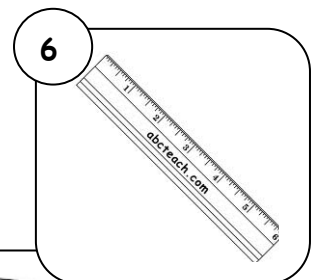
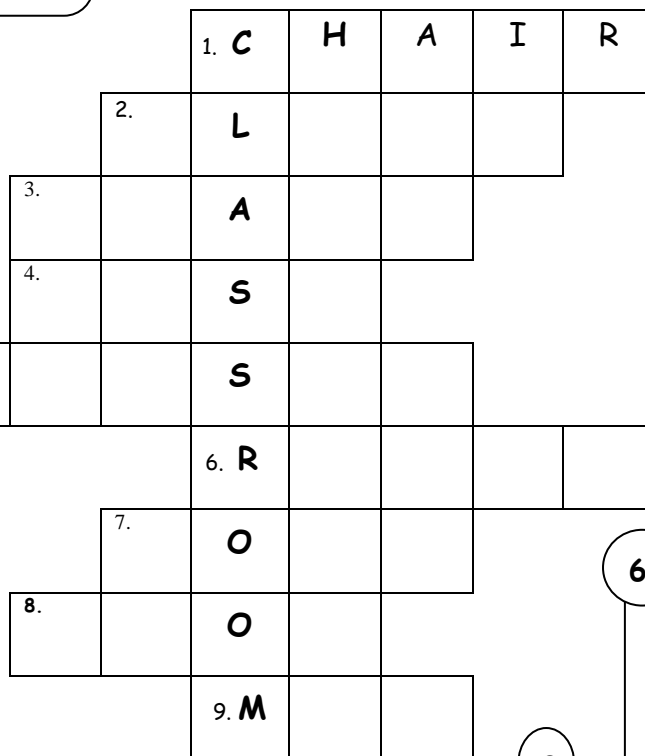
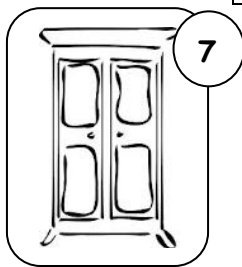
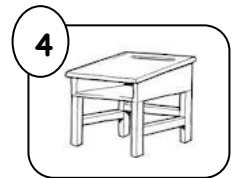
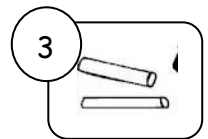
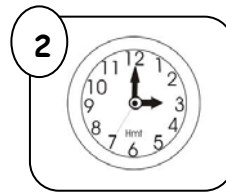
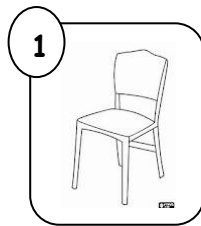
I'm a classroom

I have a door, two windows, ten desks, and twenty chairs. There are books and pencils on the desks. At the front, there is a blackboard. On my wall, there are three pictures and a 'keep silent' notice. I also have a clock on the wall. I am big and clean.

Worksheet 2c

Name : _____ Student's number : _____ Date: _____









Complete the crosswords below. Look at the example.



Worksheet 3a

Name : _____ Student's number : _____ Date: _____

Listen to the story and thick the clothes on the box. Number 1 is done for you.

 <p>Alex</p>	<p>1.</p>  <div data-bbox="564 949 660 1023" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;">v</div>	<p>2.</p>  <div data-bbox="884 949 979 1023" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;"></div>	<p>3.</p>  <div data-bbox="1187 949 1283 1023" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;"></div>
 <p>Mother</p>	<p>4.</p>  <div data-bbox="576 1323 671 1397" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;"></div>	<p>5.</p>  <div data-bbox="884 1323 979 1397" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;"></div>	<p>6.</p>  <div data-bbox="1203 1323 1299 1397" style="border: 1px solid black; text-align: center; width: 40px; height: 30px; margin: 10px auto;"></div>

Worksheet 3b

Name : _____ Student's number : _____ Date: _____

Read, look, and put a check (✓) or a cross (X) in the box. Number 1 is done for you.

1. Could you rinse the dress, please?

X

2. Wash the T-shirt, please.

☐

3. Please hang up your cap.

☐

4. Could you fold the shirt, please?

☐

5. Dry the skirt, please.

☐

6. Put on the uniform, please.

☐

Worksheet 3c

Name : _____ Student's number : _____ Date: _____

Arrange the words into a good sentence. No. 1 is the example.

1. is - Salma - a - wearing - skirt - blue.

Salma is wearing a blue skirt.

2. wearing - new - Naya - a - dress - is.

3. their - Arga - clothes - Aji - washing - and - are.

4. uniform - is - Hafid - folding - his.

5. his - Doni - tying - is - shoes.

6. drying - sweater - her - Rahma - scarf - is - and.

APPENDIX F

The Second Draft

Listening Script

Theme: Family

Listen and match.

1. A: What is Mom doing?
B : She is cooking in the kitchen.

2. A : What are grandpa and Ahmad doing?
B : They are watching TV.

3. A : What is dad doing?
B : He is reading a newspaper.

4. A: What is sister doing?
B : She is doing homework.

5. A: What is uncle doing?
B : He is washing his motorcycle.

6. A: What is aunt doing?
B : She is watering the plant.

Theme: Things in the classroom and school

Listen and draw a line.

1. My classroom has a desk, a chair, a clock, a blackboard, a broom and a cupboard.
2. There are a pen, a ruler, a pencil, and an eraser on the table.
3. Those are a book, a pencil, a pen, and a ruler in the bag.

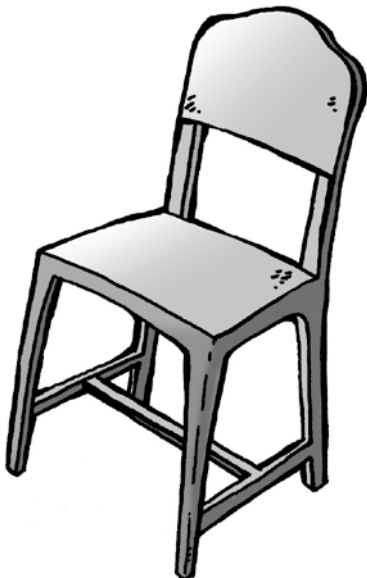
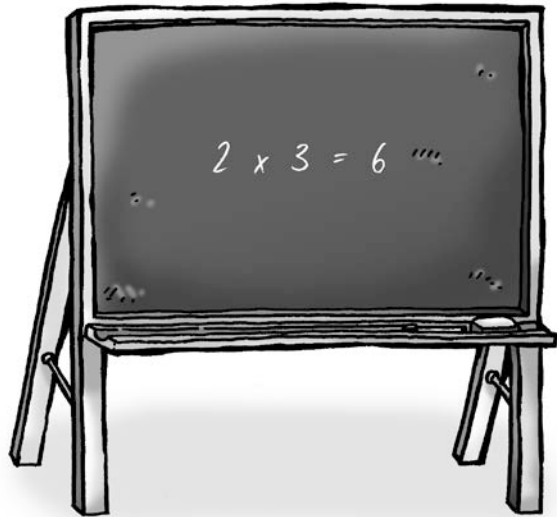
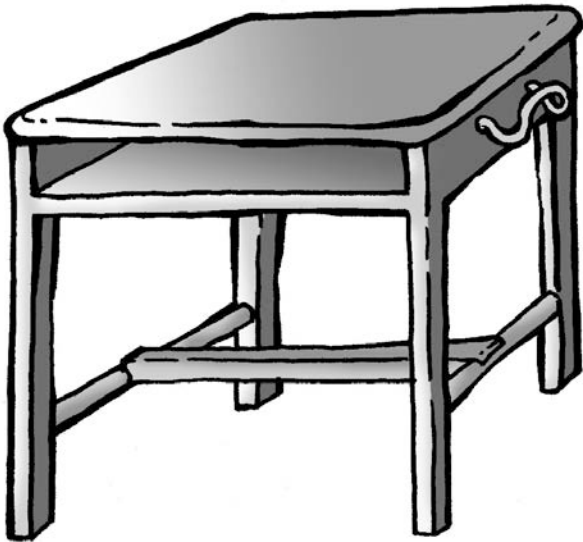
Theme: Clothes

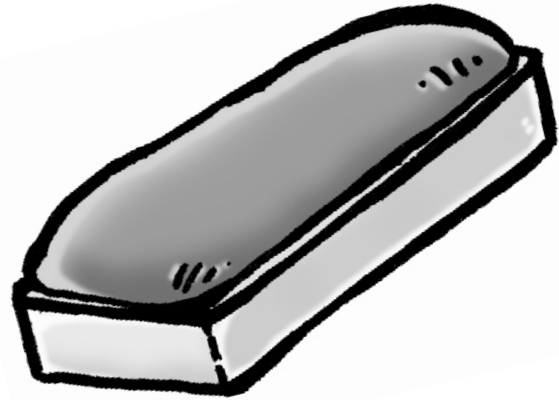
Listen and tick.

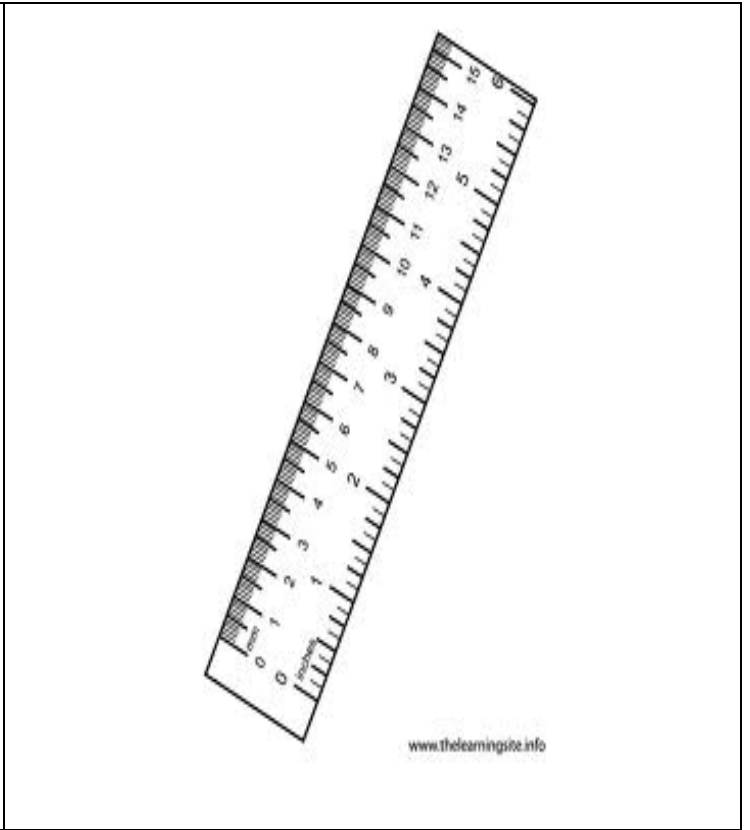
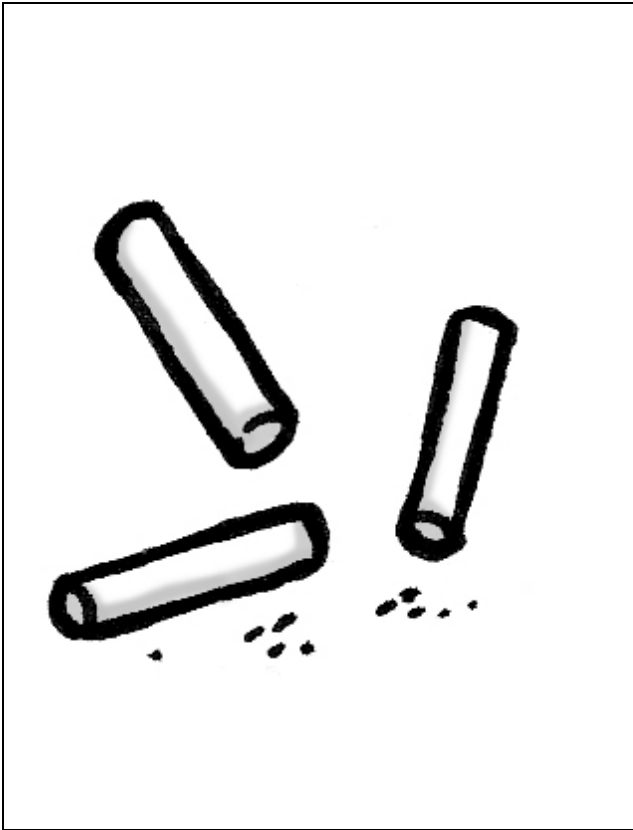
1. Alex wears a T-shirt, a hat, trousers, a scarf, shoes and a bag.
2. Mother buys a dress, a skirt, pyjamas, a coat, and a shirt.

Pictures for Assessing Speaking

Theme: Things in the Classroom and School

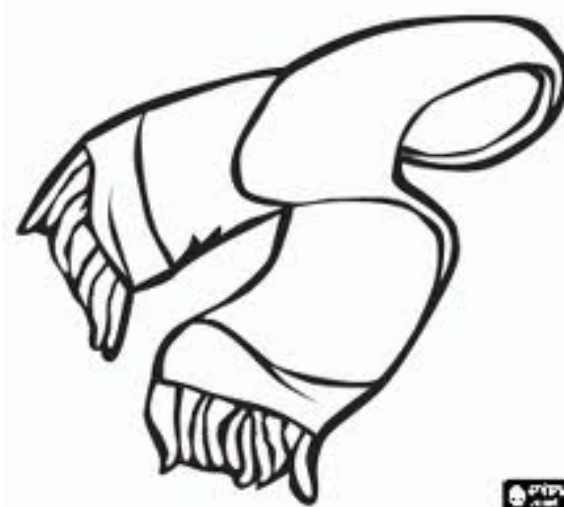






Theme: Clothes





Test Tasks for the 4th Grade Students of Elementary School

Theme: Family

Listening

Description	The children match the pictures of family members based on the dialogues.
Assessment criteria	The children should be able to recognize words related to family vocabulary.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give worksheet 1 to the children.2. Tell the children that they will listen to dialogues and they have to match pictures based on the dialogues.3. Ask children to study the example for about 3 minutes.4. Read the script and give a minute for children to answer.5. Read the script again and give a minute for children to make sure their answer.6. Do the same for no. 2 and etc.7. When they are finished, ask them to exchange their works with their classmate for checking.8. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Description	The children do the oral presentation in their group.
Assessment criteria	The children should be able to recognize family members.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Ask children to make a group of 4.2. Give an example of presenting family members (show up the family photo and then mention the name of family member by pointing his/her photo)3. Ask the children if they have any question.4. When they are ready, ask children to do the oral presentation in their group by showing up their family photo.
Assessment of outcome	Use the speaking task report to assess the children.

Reading

Description	The children read the sentences and look at the picture and then circle 😊 or ☹️
Assessment criteria	The children should be able to comprehend sentences.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give out worksheet 1b to each child.2. Ask children to look at the picture, and then read the sentences.3. If the sentence is true, they should circle 😊 , and if the sentence is false, they should circle ☹️ .4. When they are finished, ask them to exchange their

	works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Writing

Description	The children make his or her family tree.
Assessment criteria	The children should be able to place the correct figures in a family tree.
Topic	Family
Procedures	<ol style="list-style-type: none"> 1. Give outpaper to children. 2. Tell the children that they should make his/her family tree by ticking photos of their family on the paper and write the name of family members under the photo. 3. Collect their family tree for checking.
Assessment of outcome	Two points for each correct answer.

Theme: Things in the Classroom and School

Listening

Description	The children draw a line from a picture to another picture based on the description.
Assessment criteria	The children should be able to identify vocabulary in spoken text and recognize things in the classroom and school.
Topic	Things in the classroom and school

Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 2a to children. 2. Tell the children that they will listen to three descriptions and have to match what they listen to. The descriptions will be repeated twice. 3. Read a description and give two minutes for children to answer. 4. Read the story again. 5. Do the same for the next descriptions. 6. When they are finished, ask them to exchange their works with their classmate for checking. 7. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Guess the pictures directly.

Description	The children guess the pictures.
Assessment criteria	The children should be able to name the things on pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none"> 1. Show a picture and ask children to name the picture and tell children to mention orally. Example: T: (Show a picture of ruler.) What is it? S1: Ruler T: Is it a ruler? S1: Yes T: Right. It is a ruler. 2. Do the same for the next picture.

	3. Do the same for all children, and repeat two or three times until they understand. 4. Grouping children in pair and ask them to do the same as the example before.
Assessment of outcome	One point for a correct answer.

Reading

Complete the picture based on the written passage.

Description	The children complete a picture based on a written passage.
Assessment criteria	The children should be able to comprehend a short written passage in detail.
Topic	Things in the classroom and school.
Procedures	1. Give out worksheet 2b . 2. Ask the children to read the passage and draw five things missing from the picture. 3. Give 15 minutes for children to finish their answer. 4. Ask children to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	Two points for a correct addition

Writing

Complete a crossword below.

Description	The children complete the crossword.
Assessment criteria	The children should be able to recognize the pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none">1. Give out worksheet 2c.2. Tell children to complete the crossword by writing the words correctly.3. Collect their answers for checking.
Assessment of outcome	One point for a correct answer.

Theme: Clothes

Listening

Listen to a story and tick items on the box.

Description	The children listen to a story and tick items on the box.
Assessment criteria	The children should be able to recognize words related to clothes.
Topic	Clothes
Procedures	<ol style="list-style-type: none">1. Give out worksheet 3a to children.2. Explain to children that they are going to listen to descriptions. They have to tick items on the simple chart according to what they listen to.3. Tell the story slowly and give time to children to answer.4. Tell the story again for the children to check or

	<p>complete their works.</p> <p>5. When they are finished, ask them to exchange their works with their classmate for checking.</p> <p>6. Do the checking together with the teacher.</p>
Assessment of outcome	One point for a correct ticking.

Speaking

Description	The children guess the things.
Assessment criteria	The children should be able to guess words related to clothes vocabulary.
Topic	Clothes
Procedures	<ol style="list-style-type: none"> 1. Show a picture and ask the children to name the picture and tell children to mention orally. 2. Give time for children to name the picture. If the answer is false, give chance for others to answer. 3. Do the same for the next pictures.
Assessment of outcome	One point for a correct guessing.

Reading

Description	The children read the sentences, look at the pictures, and put a check or a cross in the box.
Assessment criteria	The children should be able to comprehend sentences and pictures.
Topic	Clothes.

Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 3b for each children 2. Tell children to read the sentences, look at the pictures and then put a check if the sentence is correct or a cross if the sentence is false. 3. When they are finished, ask them to exchange their works with their classmate for checking. 4. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.








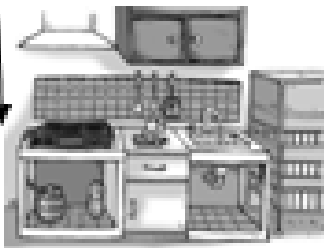

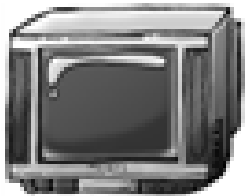


Writing

Description	The children arrange the jumble words into a good sentence.
Assessment criteria	The children should be able to arrange the jumble words into a good sentence.
Topic	Clothes
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet3c. 2. Tell children to arrange the jumble words into a good sentence. 3. Give time for children to finish their work. 4. When they are finished, ask them to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Worksheet 1a

Name: _____ Student's number : _____ Date: _____

Listen and match. Number 1 is done for you.

1		Mom	
2		Grandpa and Ahmad	
3		Dad	
4		Sister	
5		Uncle	
6		Aunt	

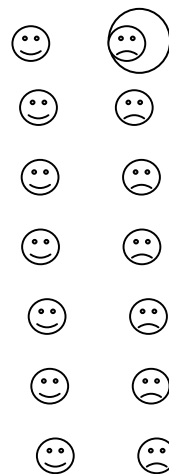
Worksheet 1b

Name : _____ Student's number : _____ Date: _____

Look and read. Circle the happy face 😊 if the statement is correct or circle the sad face ☹️ if the statement is false.



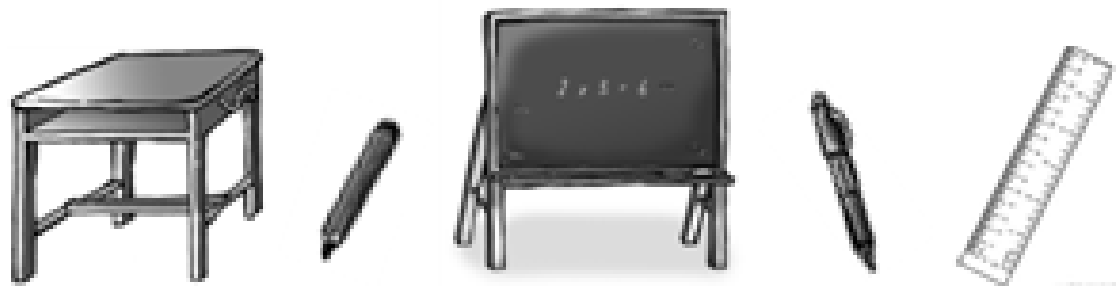
1. The family is in the dining room.
2. Mother is reading a newspaper.
3. Sister is playing a computer game.
4. Father is watching TV.
5. Grand mother is calling her friend.
6. Grandfather is sleeping on the sofa.
7. Brother is playing with a puzzle.



Worksheet 2a

Name: _____ Student's number: _____ Date: _____

Listen and draw a line. No. 1 is done for you.



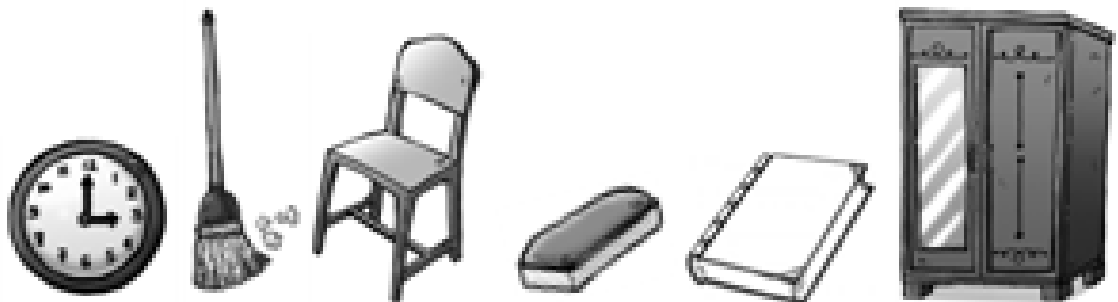
a classroom



a bag



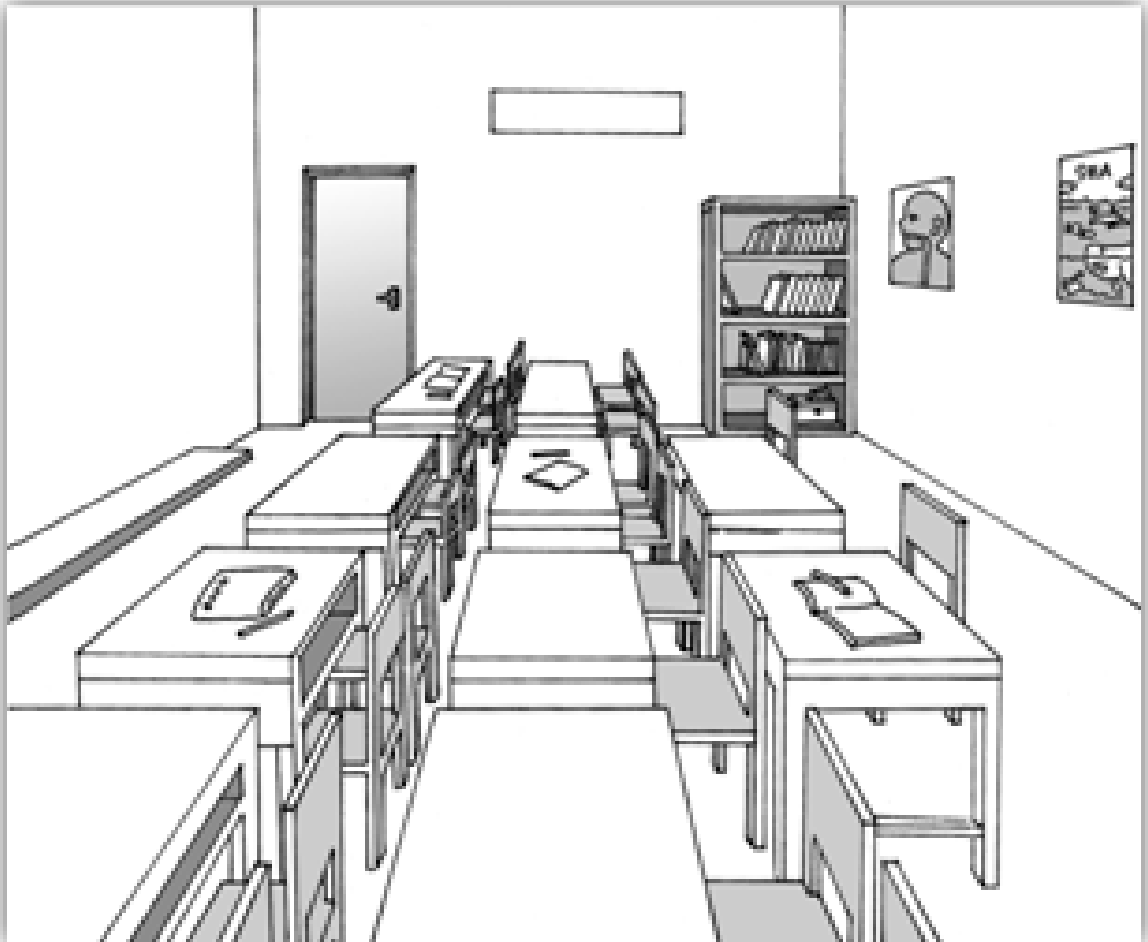
a table



Worksheet 2b

Name : _____ Student's number : _____ Date: _____

Read and draw.



I'm a classroom

I have a door, two windows, ten desks, and twenty chairs. There are books and pencils on the desks. At the front, there is a blackboard. On my wall, there are three pictures and a "keep silent" notice, I also have a clock on the wall. I am big and clean.

Worksheet 2c

Name : _____ Student's number : _____ Date: _____

Complete the crosswords below. Look at the example.

1.		C	H	A	I	R		
2.		L						
3.		A						
4.		S						
5.		S						
6.		R						
7.		O						
8.		O						
9.		M						

1.

2.

3.

5.

4.

7.

6.






9.

8.

Worksheet 3a

Name: _____ Student's number : _____ Date: _____







Listen to the story and tick the clothes on the box. Number one is done for you.

 Alex	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>  <input checked="" type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>  <input type="checkbox"/>
	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div>  <input type="checkbox"/>
	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>  <input type="checkbox"/>
 Mother	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div>  <input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div>  <input type="checkbox"/>

Worksheet 3b

Name : _____ Student's number : _____ Date: _____

Read the sentences and look at the pictures. Put a check (✓) if the statement is correct or cross (x) if the statement is false. Number 1 is done for you.

- | | | | |
|----|-------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------|
| 1. |  | Could you rinse the dress , please? | <input checked="" type="checkbox"/> |
| 2. |  | Wash the T-Shirt please. | <input type="checkbox"/> |
| 3. |  | Please hang up your cap . | <input type="checkbox"/> |
| 4. |  | Could you fold the shirt , please? | <input type="checkbox"/> |
| 5. |  | Dry the skirt , please. | <input type="checkbox"/> |
| 6. |  | Put on the uniform , please. | <input type="checkbox"/> |

Worksheet 3b

Name : _____ Student's number : _____ Date: _____

Arrange the words into a good sentence. No. 1 is done for you.

1. is - Salma - a - wearing - skirt - blue.

Salma is wearing a blue skirt.

2. wearing - new - Naya - a - dress - is.

3. their - Arga - clothes - Aji - washing - and - are.

4. uniform - is - Hafid - folding - his.

5. his - Doni - tying - is - shoes.

6. drying - sweater - her - Rahma - scarf - is - and.

APPENDIX G

Final Draft

English Assessment for the Fourth Grade Students of Elementary School



By: Tiya Haryani

Listening Script

Theme: Family

Listen and match.

1. A: What is Mom doing?
B : She is cooking in the kitchen.

2. A : What are grandpa and Ahmad doing?
B : They are watching TV.

3. A : What is dad doing?
B : He is reading a newspaper.

4. A: What is sister doing?
B : She is doing homework.

5. A: What is uncle doing?
B : He is washing his motorcycle.

6. A: What is aunt doing?
B : She is watering the plant.

Theme: Things in the classroom and school

Listen and draw a line.

1. My classroom has a desk, a chair, a clock, a blackboard, a broom and a cupboard.
2. There are a pen, a ruler, a pencil, and an eraser on the table.
3. Those are a book, a pencil, a pen, and a ruler in the bag.

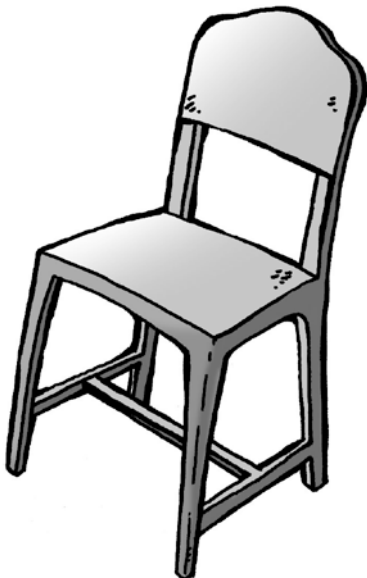
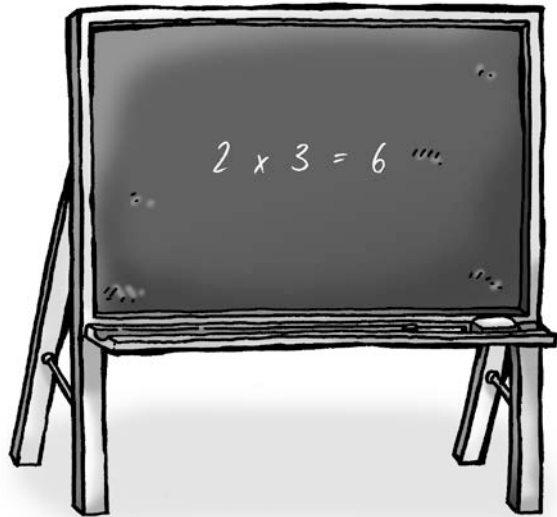
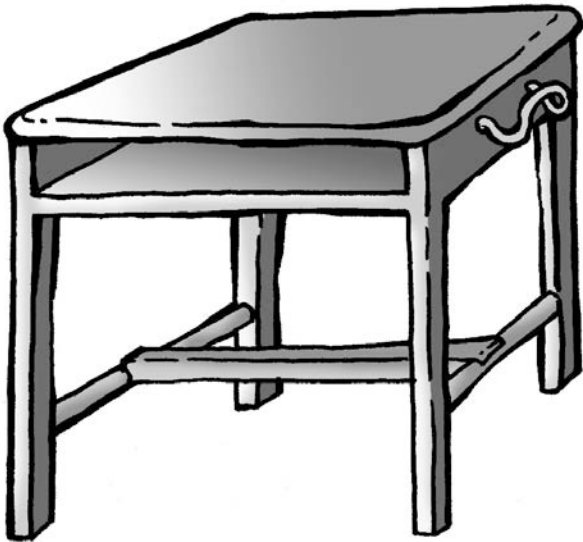
Theme: Clothes

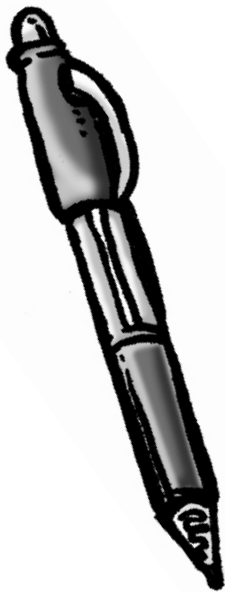
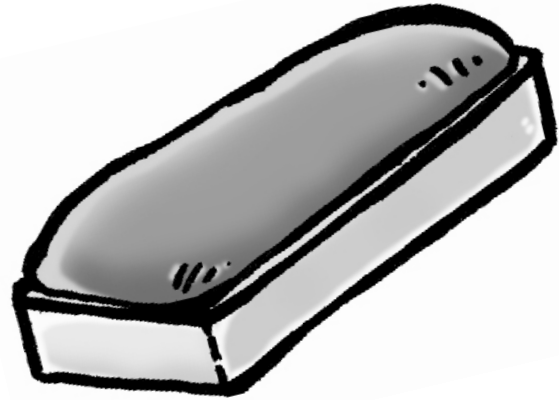
Listen and tick.

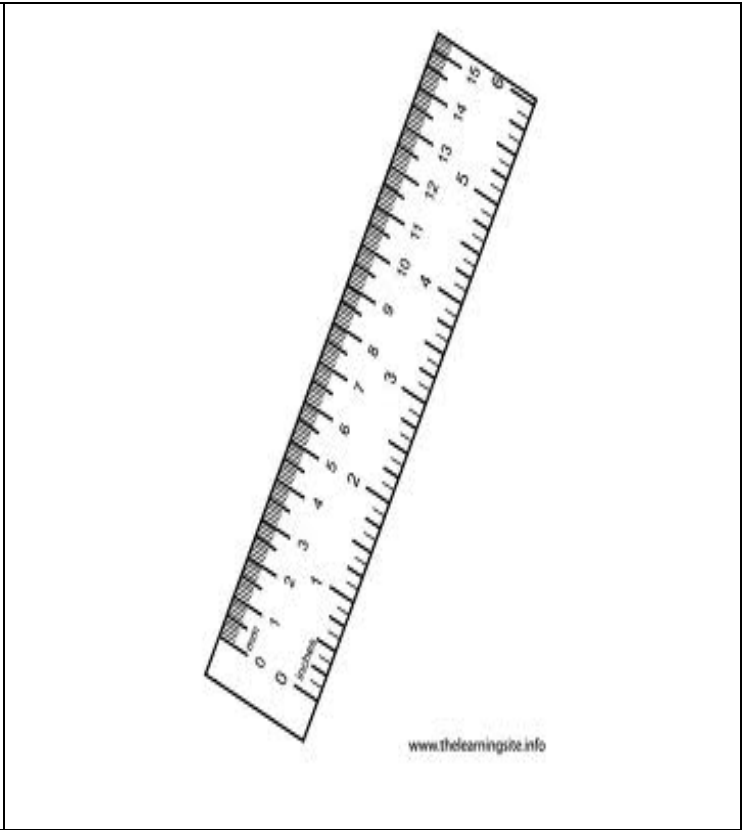
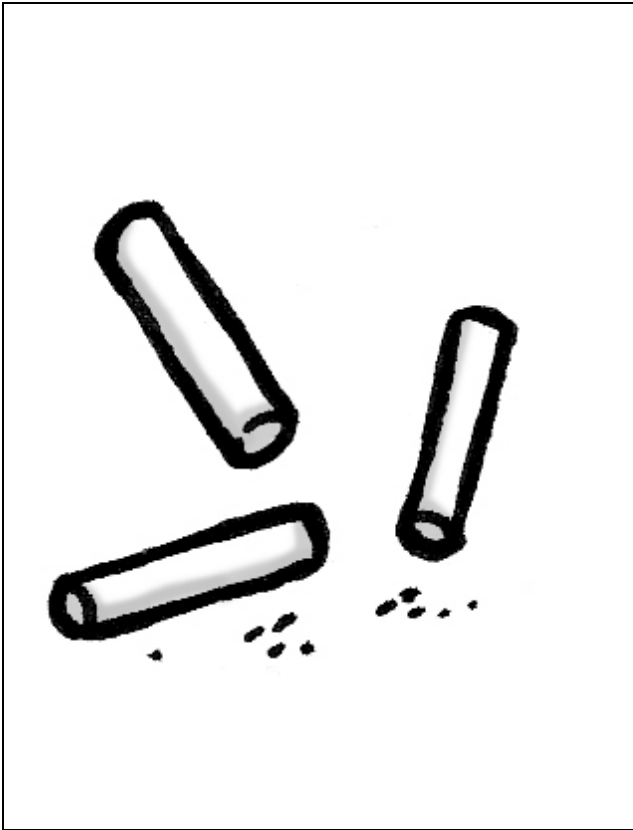
1. Alex wears a T-shirt, a hat, trousers, a scarf, shoes and a bag.
2. Mother buys a dress, a skirt, pyjamas, a coat, and a shirt.

Pictures for Assessing Speaking

Theme: Things in the Classroom and School

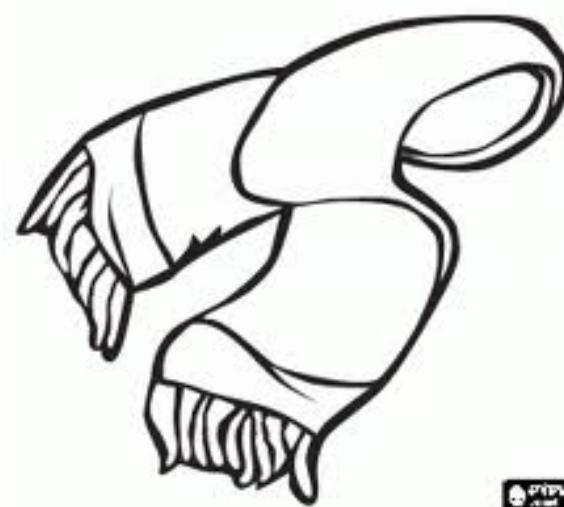






Theme: Clothes





Test Tasks for the 4th Grade Students of Elementary School

Theme: Family

Listening

Description	The children match the pictures of family members based on the dialogues.
Assessment criteria	The children should be able to recognize words related to family vocabulary.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give worksheet 1 to the children.2. Tell the children that they will listen to dialogues and they have to match pictures based on the dialogues.3. Ask children to study the example for about 3 minutes.4. Read the script and give a minute for children to answer.5. Read the script again and give a minute for children to make sure their answer.6. Do the same for no. 2 and etc.7. When they are finished, ask them to exchange their works with their classmate for checking.8. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Description	The children do the oral presentation in their group.
Assessment criteria	The children should be able to recognize family members.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Ask children to make a group of 4.2. Give an example of presenting family members (show up the family photo and then mention the name of family member by pointing his/her photo)3. Ask the children if they have any question.4. When they are ready, ask children to do the oral presentation in their group by showing up their family photo.
Assessment of outcome	Use the speaking task report to assess the children.

Reading

Description	The children read the sentences and look at the picture and then circle 😊 or ☹
Assessment criteria	The children should be able to comprehend sentences.
Topic	Family
Procedures	<ol style="list-style-type: none">1. Give out worksheet 1b to each child.2. Ask children to look at the picture, and then read the sentences.3. If the sentence is true, they should circle 😊 , and if the sentence is false, they should circle ☹ .4. When they are finished, ask them to exchange their

	works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Writing

Description	The children make his or her family tree.
Assessment criteria	The children should be able to place the correct figures in a family tree.
Topic	Family
Procedures	<ol style="list-style-type: none"> 1. Give outpaper to children. 2. Tell the children that they should make his/her family tree by ticking photos of their family on the paper and write the name of family members under the photo. 3. Collect their family tree for checking.
Assessment of outcome	Two points for each correct answer.

Theme: Things in the Classroom and School

Listening

Description	The children draw a line from a picture to another picture based on the description.
Assessment criteria	The children should be able to identify vocabulary in spoken text and recognize things in the classroom and school.
Topic	Things in the classroom and school

Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 2a to children. 2. Tell the children that they will listen to three descriptions and have to match what they listen to. The descriptions will be repeated twice. 3. Read a description and give two minutes for children to answer. 4. Read the story again. 5. Do the same for the next descriptions. 6. When they are finished, ask them to exchange their works with their classmate for checking. 7. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Speaking

Guess the pictures directly.

Description	The children guess the pictures.
Assessment criteria	The children should be able to name the things on pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none"> 1. Show a picture and ask children to name the picture and tell children to mention orally. Example: T: (Show a picture of ruler.) What is it? S1: Ruler T: Is it a ruler? S1: Yes T: Right. It is a ruler. 2. Do the same for the next picture.

	<ol style="list-style-type: none"> 3. Do the same for all children, and repeat two or three times until they understand. 4. Grouping children in pair and ask them to do the same as the example before.
Assessment of outcome	One point for a correct answer.

Reading

Complete the picture based on the written passage.

Description	The children complete a picture based on a written passage.
Assessment criteria	The children should be able to comprehend a short written passage in detail.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 2b. 2. Ask the children to read the passage and draw five things missing from the picture. 3. Give 15 minutes for children to finish their answer. 4. Ask children to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	Two points for a correct addition

Writing

Complete a crossword below.

Description	The children complete the crossword.
Assessment criteria	The children should be able to recognize the pictures.
Topic	Things in the classroom and school.
Procedures	<ol style="list-style-type: none">1. Give out worksheet 2c.2. Tell children to complete the crossword by writing the words correctly.3. Collect their answers for checking.
Assessment of outcome	One point for a correct answer.

Theme: Clothes

Listening

Listen to a story and tick items on the box.

Description	The children listen to a story and tick items on the box.
Assessment criteria	The children should be able to recognize words related to clothes.
Topic	Clothes
Procedures	<ol style="list-style-type: none">1. Give out worksheet 3a to children.2. Explain to children that they are going to listen to descriptions. They have to tick items on the simple chart according to what they listen to.3. Tell the story slowly and give time to children to answer.4. Tell the story again for the children to check or

	<p>complete their works.</p> <p>5. When they are finished, ask them to exchange their works with their classmate for checking.</p> <p>6. Do the checking together with the teacher.</p>
Assessment of outcome	One point for a correct ticking.

Speaking

Description	The children guess the things.
Assessment criteria	The children should be able to guess words related to clothes vocabulary.
Topic	Clothes
Procedures	<ol style="list-style-type: none"> 1. Show a picture and ask the children to name the picture and tell children to mention orally. 2. Give time for children to name the picture. If the answer is false, give chance for others to answer. 3. Do the same for the next pictures.
Assessment of outcome	One point for a correct guessing.

Reading

Description	The children read the sentences, look at the pictures, and put a check or a cross in the box.
Assessment criteria	The children should be able to comprehend sentences and pictures.
Topic	Clothes.

Procedures	<ol style="list-style-type: none"> 1. Give out worksheet 3b for each children 2. Tell children to read the sentences, look at the pictures and then put a check if the sentence is correct or a cross if the sentence is false. 3. When they are finished, ask them to exchange their works with their classmate for checking. 4. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Writing


Description	The children arrange the jumble words into a good sentence.
Assessment criteria	The children should be able to arrange the jumble words into a good sentence.
Topic	Clothes
Procedures	<ol style="list-style-type: none"> 1. Give out worksheet3c. 2. Tell children to arrange the jumble words into a good sentence. 3. Give time for children to finish their work. 4. When they are finished, ask them to exchange their works with their classmate for checking. 5. Do the checking together with the teacher.
Assessment of outcome	One point for a correct answer.

Worksheet 1a

Name : _____ Student's number : _____ Date: _____


Listen and match. Number 1 is done for you.

1




Mom

2




Grandpa
Amm
Ahmed

3




Dad

4




Sister

5





Uncle


6

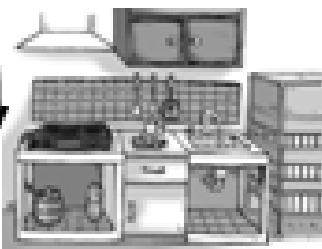


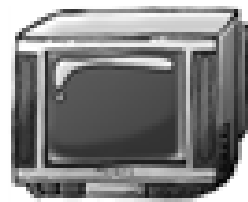
Aunt














Worksheet 1b

Name : _____ **Student's number :** _____ **Date:** _____

Look and read. Circle *the happy face* 😊 if the statement is correct or circle *the sad face* ☹ if the statement is false.



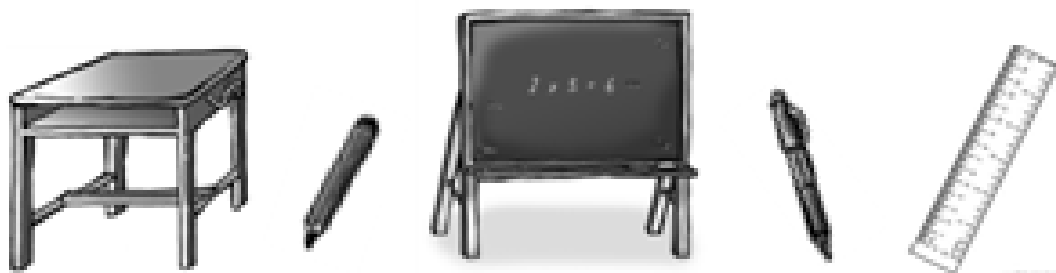
1. The family is in the dining room.
2. Mother is reading a newspaper.
3. Sister is playing a computer game.
4. Father is watching TV.
5. Grand mother is calling her friend.
6. Grandfather is sleeping on the sofa.
7. Brother is playing with a puzzle.



Worksheet 2a

Name: _____ Student's number : _____ Date: _____

Listen and draw a line. No. 1 is done for you.



 classroom



 bag



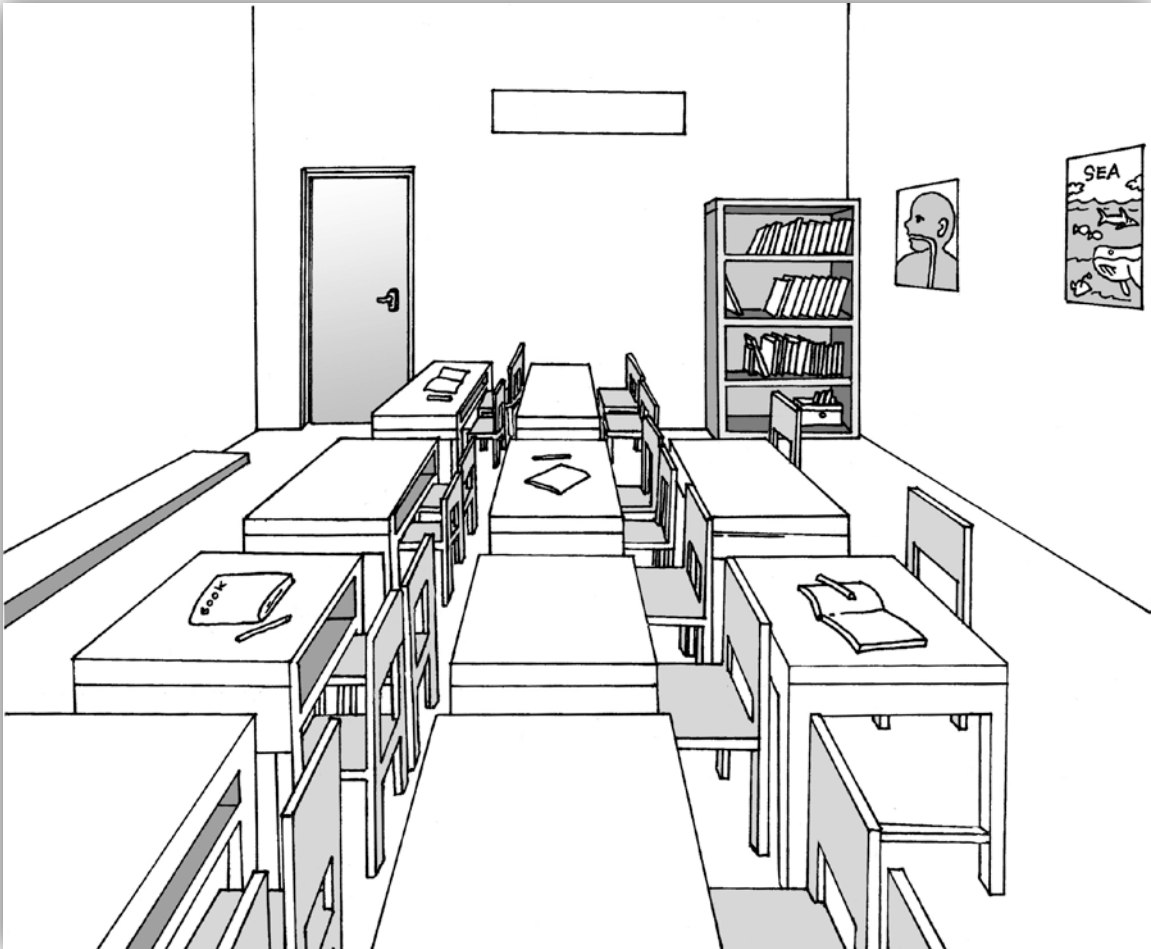
 table



Worksheet 2b

Name : _____ Student's number : _____ Date: _____

Read and draw.



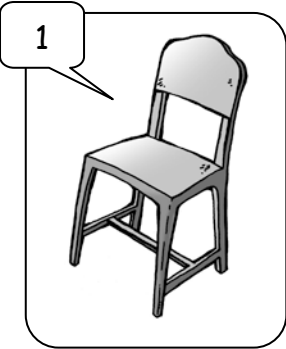
I'm a classroom

I have a door, two windows, ten desks, and twenty chairs. There are books and pencils on the desks. At the front, there is a blackboard. On my wall, there are three pictures and a "keep silent" notice, I also have a clock on the wall. I am big and clean.


Worksheet 2c

Name : _____ Student's number : _____ Date: _____

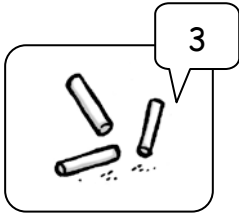
Complete the crosswords below. Look at the example.



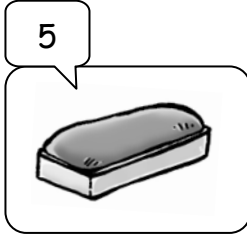
1




2



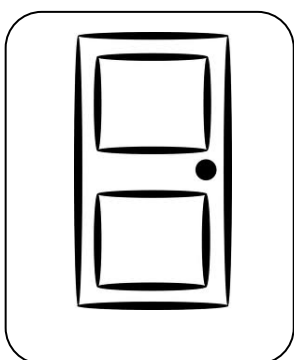
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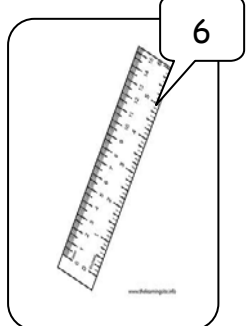
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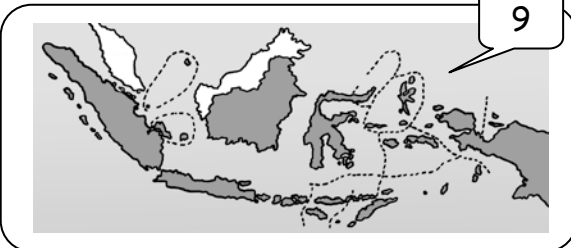
4



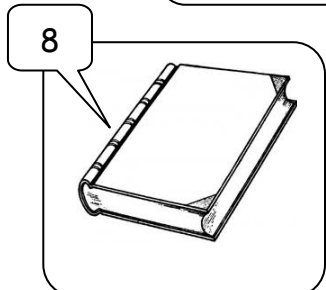
7



6



9
















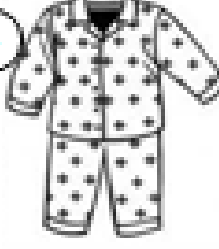
8

			1. C	H	A	I	R
		2.	L				
	3.		A				
	4.		S				
5.			S				
			6. R				
		7.	O				
	8.		O				
			9. M				

Worksheet 3a

Name: _____ Student's number : _____ Date: _____

Listen to the story and tick the clothes on the box. Number one is done for you.

 Alex	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
 Mother	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div>  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>

Worksheet 3b

Name : _____ Student's number : _____ Date: _____

Read the sentences and look at the pictures. Put a check (✓) if the statement is correct or cross (x) if the statement is false. Number 1 is done for you.

1.



Could you rinse the dress, please?



2.



Wash the T-Shirt please.



3.



Please hang up your cap.



4.



Could you fold the shirt, please?



5.



Dry the skirt, please.



6.



Put on the uniform, please.



Worksheet 3c

Name : _____ Student's number : _____ Date: _____

Arrange the words into a good sentence. No. 1 is done for you.

1. is - Salma - a - wearing - skirt - blue.

Salma is wearing a blue skirt.

2. wearing - new - Naya - a - dress - is.

3. their - Arga - clothes - Aji - washing - and - are.

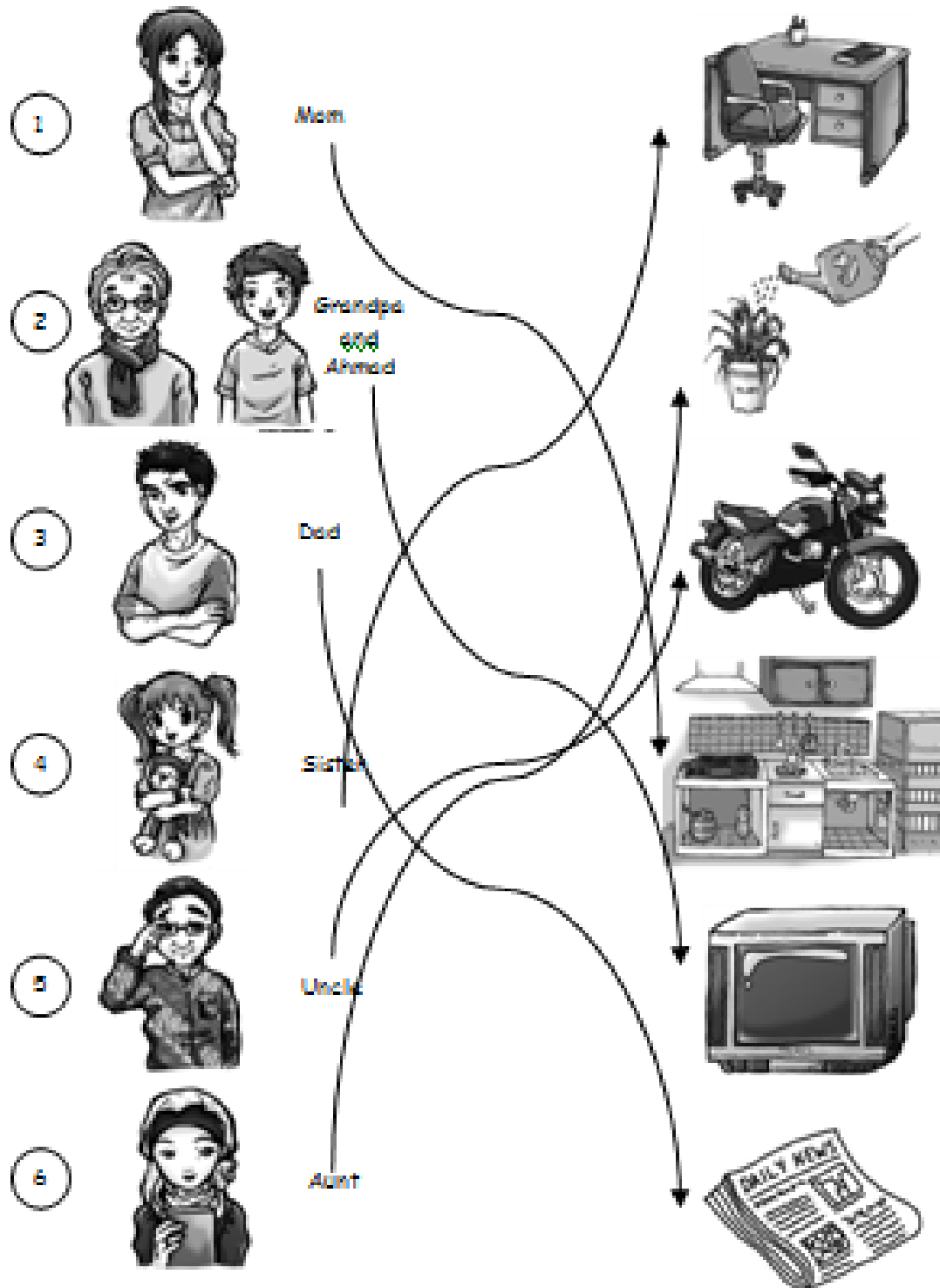
4. uniform - is - Hafid - folding - his.

5. his - Doni - tying - is - shoes.

6. drying - sweater - her - Rahma - scarf - is - and.

Answer Key

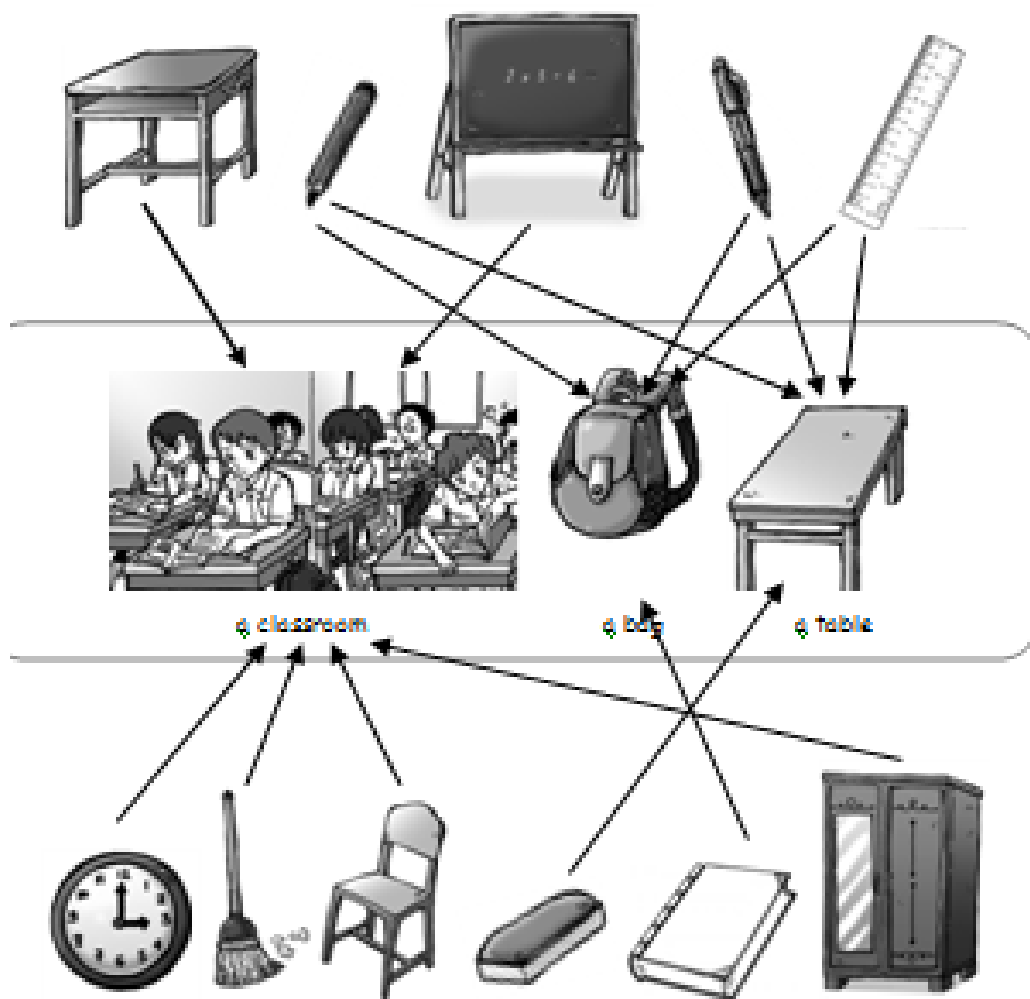
Worksheet 1a



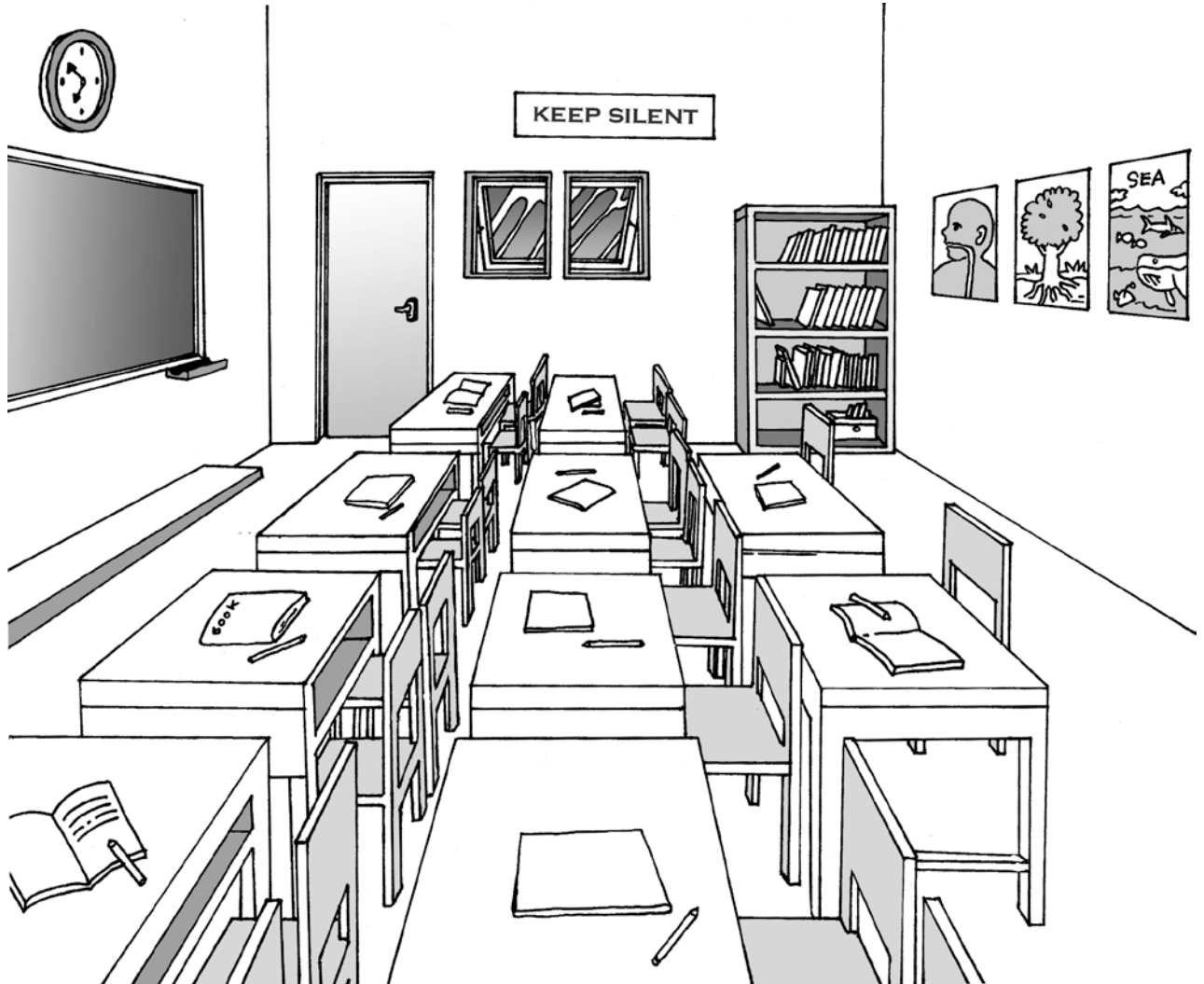
Worksheet 1b

1. 😞
2. 😊
3. 😊
4. 😞✓
5. 😊
6. 😞
7. 😊

Worksheet 2a



Worksheet 2b



Worksheet 2c

1. CHAIR
2. CLOCK
3. CHALK
4. DESK
5. ERASER
6. RULER

7. DOOR

8. BOOK

9. MAP

Worksheet 3a

Alex:

1. ✓

4. ✓

2. X

5. ✓

3. ✓

6. X

Mother

1. ✓

4. ✓

2. ✓

5. X

3. X

6. ✓

Worksheet 3b

1. X

2. ✓

3. X

4. ✓

5. X

6. ✓

Worksheet 3c

1. Salma is wearing a blue skirt.
2. Naya is wearing a new dress.
3. Arga and Aji are washing their clothes.
4. Hafid is folding his uniform.
5. Dani is tying his shoes.
6. Rahma is drying her scarf and sweater.

APPENDIX H

Letter of Validation

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini:

Nama : Lusi Nurhayati
NIP : 19790205 200312 2 001
Institusi : PBI FBS UNY
Bidang Keahlian : Pengajaran Bahasa Inggris

Menyatakan bahwa aktivitas hasil pengembangan dari skripsi yang berjudul "**Designing**

Assessment Tasks for the Fourth Grade Students of Elementary School" dari mahasiswa:

Nama : Tiya Hayani
NIM : 07202241035

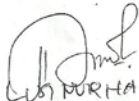
Telah (siap) belum siap) digunakan untuk kegiatan penilaian Bahasa Inggris dengan menambahkan beberapa saran sebagai berikut:

1. layout, tulisan, gambar
2. Bahasa
3. Perintah untuk aktivitas tertentu (diperjelas)
4.

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Yogyakarta, 2012

Evaluator


..... LUSI NURHAYATI M. App Ling (TESOL)
NIP 19790205 200312 2 001

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini:

Nama : Ani Setyaningsih
NIP : 19780101 200501 2 002
Institusi : PBI, FBS, UMY
Bidang Keahlian : Pengembangan Bahasa Inggris

Menyatakan bahwa aktivitas hasil pengembangan dari skripsi yang berjudul "Designing Assessment Tasks for the Fourth Grade Students of Elementary School" dari mahasiswa:

Nama : Tiya Haryani
NIM : 07202241035

Telah (siap / belum siap) digunakan untuk kegiatan penilaian Bahasa Inggris dengan menambahkan beberapa saran sebagai berikut:

1. layout dibuat lebih menarik
2. penambahan jumlah item test
- 3.
- 4.

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Yogyakarta, 11 Desember 2012

Evaluator



Ani Setyaningsih

NIP 19780101 200501 2 002

APPENDIX I

Computation of the Data Evaluation

The questionnaire for need analysis

No.	Nama	No																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	E Yuniarta	3	4	3	3	3	4	3	4	3	4	4	4	3	4	3	1	3	4	3	3
2	Andik Kurniawan	4	1	3	3	4	4	3	4	3	4	3	4	3	3	4	3	3	4	4	3
3	Aqilah Syahidah	3	1	4	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3
4	Asqima Salsabila	3	1	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	Cholifah Karlisnawati	3	2	3	2	2	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3
6	Esni Rostalina	3	1	3	1	1	3	1	3	3	3	1	3	3	3	3	3	3	1	3	3
7	Indra K	4	1	3	3	4	4	3	4	3	4	3	4	4	4	4	3	4	4	4	4
8	M. Lathif B.	3	1	3	3	4	4	3	3	4	4	1	3	3	4	4	4	3	2	4	4
9	Rosvid	4	1	4	3	3	4	3	3	4	3	2	3	4	4	3	4	3	2	4	4
10	M. Tegar	4	1	4	3	4	3	2	2	3	4	3	3	4	4	1	4	4	3	4	4
11	M. Zaky Fairuz	4	3	4	4	4	4	3	4	4	4	3	4	4	4	3	4	4	3	4	4
12	Miftakhul Jannah	3	1	4	3	3	4	4	3	4	4	4	4	4	3	4	3	3	3	4	4
13	Nida Latifah	4	2	3	3	4	3	4	4	3	3	1	4	3	3	3	3	3	2	3	3
14	Rama	3	1	3	3	3	3	3	3	4	4	4	2	4	3	1	3	4	2	4	3
15	Salsa Mustika Sari	4	2	3	3	4	3	3	3	4	4	3	4	4	3	4	3	4	4	3	3
16	Desthi Alfidia Faiyuni	4	1	4	4	4	4	4	3	3	4	3	3	3	3	4	3	4	3	3	3
17	Khoirunisa Pingkan M.	3	1	3	1	1	3	1	3	3	3	1	3	3	3	3	3	3	1	3	3
18	Rizal Yudha Pratama	3	4	3	4	3	0	3	4	3	3	3	3	0	4	0	3	3	3	3	3
19	Nadira Jidda	3	1	4	3	3	3	3	3	3	3	3	3	3	4	4	3	3	0	3	2
20	M. Farhan Luqmanul H.	4	3	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4
21	Hafid Mumtaz	3	1	4	3	3	4	1	4	2	4	1	4	4	4	4	3	4	3	4	4
22	Alpin	3	3	0	3	3	3	3	0	3	3	0	3	3	3	3	3	3	0	3	3
23	Agnes Vincentya	3	1	3	3	3	3	3	3	4	4	4	3	3	4	3	4	3	3	4	3
24	N Fajri Ibrahim	3	1	4	4	3	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4
25	Dimas M. Daffa	4	1	4	4	4	4	3	4	3	1	3	4	3	3	4	3	4	3	4	3
26	Elvina Aisya Salsabila	4	3	3	3	4	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4

The questionnaire for evaluation (administered for students)

No.	Nama	No												
		Aim	Content					Methodology						
		1	2	3	4	5	6	7	8	9	10	11	12	
1	E Yunianta	4	3	3	4	3	4	3	2	3	3	2	3	
2	Andik Kurniawan	4	4	3	3		4		3	3	2	3	3	
3	Aqilah Svahidah	3	3	3	3	3	2	4	4	3	3	3	3	
4	Asqina Salsabila	3	4	4	4	4	3	2	3	3	3	3	3	
5	Cholifah Karlisnawati	3	3	3	3	3	3	4	3	3	3	3	4	
6	Esni Rostalina	3	3	3	3	3	3	3	3	2	3	3	3	
7	Indra K	4	4	3	3	4	3	1	3	3	2	3	3	
8	M. Lathief B.	4	3	3		4	4	4	4	4	3	3	4	
9	Rosyid	3	3	3	3	3	3	3	3	3	3	3	3	
10	M. Tegar	3	4	4	4	2	3	2	4	3	3	3	2	
11	M. Zaky Fairuza	4	4	3	4	4	3	3	4	3	4	4	3	
12	Miftakhul Jannah	3	3	3	3	3	4	4	4	3	4	3	3	
13	Nida Latifatul	3	3	3	3	3	4	4	4	4	3	3	3	
14	Rama	4		4	4	3	4	4	4	3	3	4	4	
15	Salsa Mustika Sari	3	2	3	4	4	2	3	4	3	4	3	4	
16	Desthi Alfidia Faivun	3	3	3	3	3	3	3	3	3	3	3	3	
17	Khoirunisa Pingkan M.	3	3	2	2	2	3	3	2	2	2	2	2	
18	Rizal Yudha Pratama	4	4	4	4	4	4	4	4	4	4	4	4	
19	Nadira Jidda													
20	M. Farhan Luqmanul H.	4	4	3	3	4	3	4	4	3	3	3	3	
21	Hafid Mumtaz	4	4	3	3	4	4	4	3	4	3	3	4	
22	Alpin	3	3	3	3	2	2	3	3	3	3	3	2	
23	Agnes Vincentya	3	4	4	3	4	3	3	4	2	3	4	3	
24	N Fairi Ibrahim	4	4	4	4	4	4	4	4	4	4	4	4	
25	Dimas M. Daffa	3	4	3	3	4	4	4	3	4	3	3	4	
26	Elyma Aisya Salsabila	3	3	4	4	3	3	3	3	4	3	3	4	
	Total score	85	82	81	80	80	86	79	85	79	77	78	81	
	Mean	3.4	3.28	3.24	3.2	3.2	3.44	3.16	3.4	3.16	3.08	3.12	3.24	
		3.4	3.23					3.23						

THE RESULT OF THE STUDENTS' TEST IN THE IMPLEMENTATION

NO.	NAME	skills				TOTAL	FINAL SCORE
		listening	speaking	reading	writing		
1	fajri ibrahim	11	10	4	8	33	91
2	yunianta	11	9	5	7	32	88
3	salsa mustika sari	11	10	4	7	32	88
4	nadira jidda	12	9	3	8	32	88
5	hafid mumtaz	10	10	5	8	33	88
6	cholifah karlisnawati	12	9	3	7	31	86
7	rizal yudha pratama	12	8	4	7	31	86
8	andik kurniawan	10	8	4	8	30	83
9	zaky fairuza	10	9	2	8	30	83
10	nida latifatul	12	10	2	6	30	83
11	aqilah syahidah	11	7	3	8	29	81
12	miftakhul jannah	12	7	3	7	29	81
13	alpin	10	9	2	8	29	81
14	elvina aisyasalsabila	12	8	3	6	29	81
15	asqina salsabila	10	8	3	7	28	77
16	indra	9	9	3	7	28	77
17	lathiif	10	7	4	7	28	77
18	desthi alfidia faiyun	11	8	3	6	28	77
19	farhan luqmanul h.	10	7	4	7	28	77
20	tegar	9	8	2	8	27	75
21	rama	9	6	5	7	27	75
22	agnes vincentya	9	10	2	6	27	75
23	khairunisa pingkan m.	12	3	2	7	24	67
24	esni rostalina	8	8	2	6	24	66
25	rosyid	9	6	1	8	24	66
26	dimas m. daffa	10	6	2	5	23	64
TOTAL							1970
MEAN							78.8
MODUS							77
MEDIAN							81
STANDAR DEVIASI							7.49
% STANDAR DEVIASI TO MEAN							9,50%

SPEARMAN RANK

$$\rho = 1 - (6 \sum bi^2 : N (N^2 - 1))$$

Items (n)	Researcher (Xi)	Teacher (Yi)	RANK (Xi)	RANK (Yi)	(Xi- Yi) (bi)	(Xi- Yi) ² (bi) ²
1	3	4	12	4.5	7.5	56.25
2	3	4	12	4.5	7.5	56.25
3	3	4	12	4.5	7.5	56.25
4	3	3	12	4.5	-2.5	6.25
5	3	3	12	14.5	-2.5	6.25
6	3	3	12	14.5	-2.5	6.25
7	3	3	12	14.5	-2.5	6.25
8	3	3	12	14.5	-2.5	6.25
9	3	3	12	14.5	-2.5	6.25
10	3	3	12	14.5	-2.5	6.25
11	3	3	12	14.5	-2.5	6.25
12	3	3	12	14.5	-2.5	6.25
13	4	4	2	4.5	-2.5	6.25
14	4	4	2	4.5	-2.5	6.25
15	3	3	12	14.5	-2.5	6.25
16	3	3	12	14.5	-2.5	6.25
17	3	3	12	14.5	-2.5	6.25
18	3	4	12	4.5	7.5	56.25
19	4	4	2	4.5	-2.5	6.25
20	3	4	12	4.5	7.5	56.25
total						375

$$\rho = 1 - (6 \sum bi^2 : N (N^2 - 1))$$

$$\rho = 1 - (6. 375 : 20 (399 - 1))$$

$$\rho = 1 - (2250:7980)$$

$$\rho = 1 - 0,281$$

$$\rho = 0,718$$

The reliability of the instruments

Alpha Cronbach

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right], \text{ (Arikunto, 1999: 193)}$$

Dimana: r_{11} = reliabilitas instrumen

k = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$ = jumlah varian butir/item

V_t^2 = varian total

Kriteria suatu instrumen penelitian dikatakan reliabel dengan menggunakan teknik ini, bila koefisien reliabilitas (r_{11}) > 0,6.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

No.	No												total X1	X1 ²
	1	2	3	4	5	6	7	8	9	10	11	12		
1	4	3	3	4	3	4	3	2	3	3	2	3	37	1369
2	4	4	3	3	3	4	3	3	3	2	3	3	38	1444
3	3	3	3	3	3	2	4	4	3	3	3	3	37	1369
4	3	4	4	4	4	3	2	3	3	3	3	3	39	1521
5	3	3	3	3	3	3	4	3	3	3	3	4	38	1444
6	3	3	3	3	3	3	3	3	2	3	3	3	35	1225
7	4	4	3	3	4	3	1	3	3	2	3	3	36	1296
8	4	3	3		4	4	4	4	4	3	3	4	40	1600
9	3	3	3	3	3	3	3	3	3	3	3	3	36	1296
10	3	4	4	4	2	3	2	4	3	3	3	2	37	1369
11	4	4	3	4	4	3	3	4	3	4	4	3	43	1849
12	3	3	3	3	3	4	4	4	3	4	3	3	40	1600
13	3	3	3	3	3	4	4	4	4	3	3	3	40	1600
14	4		4	4	3	4	4	4	3	3	4	4	41	1681
15	3	2	3	4	4	2	3	4	3	4	3	4	39	1521
16	3	3	3	3	3	3	3	3	3	3	3	3	36	1296
17	3	3	2	2	2	3	3	2	2	2	2	2	28	784
18	4	4	4	4	4	4	4	4	4	4	4	4	48	2304
19	4	4	3	3	4	3	4	4	3	3	3	3	41	1681
20	4	4	3	3	4	4	4	3	4	3	3	4	43	1849
21	3	3	3	3	2	2	3	3	3	3	3	2	33	1089
22	3	4	4	3	4	3	3	4	2	3	4	3	40	1600
23	4	4	4	4	4	4	4	4	4	4	4	4	48	2304
24	3	4	3	3	4	4	4	3	4	3	3	4	42	1764
25	3	3	4	4	3	3	3	3	4	3	3	4	40	1600
	85	82	81	80	83	82	82	85	79	77	78	81	975	38455
varian	0.25	0.341	0.273	0.319	0.477	0.46	0.627	0.417	0.39	0.327	0.277	0.44	17.917	4.5961

Total varian tiap butir 4,596

Varian total = $(38455 - (975^2:25)):25$

= 17,2

Reliabilitas 0,7994

APPENDIX J

Letter of Permission



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

113446/BSG33-01
10 Jan 2011

Nomor : 1437a/UN.34.12/PP/XI/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

30 November 2012

Kepada Yth.
Kepala MI Ma'had Islami

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Designing Assessment Tasks for the Fourth Grade Students of Elementary School

Mahasiswa dimaksud adalah :

Nama : TIYA HARYANI
NIM : 07202241035
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November – Desember 2012
Lokasi Penelitian : MI Ma'had Islami

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

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APPENDIX K

Documentation





